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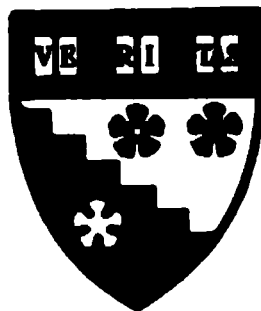
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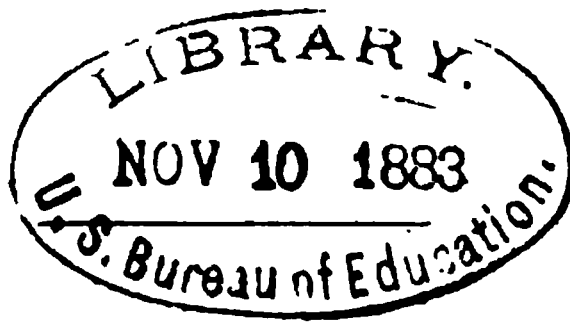
, ORGAN OF THE

STATE TEACHERS' ASSOCIATION

AND OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

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READING—III.



JOSEPH CARHART.

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READING DEFINED AND ANALYZED.



READING is the art of comprehending, or of comprehending and expressing with the speaking tones of the voice, and in the language of the author, the thought, imagery, and feeling contained in written or printed composition.

On the basis of the organs employed, and the purpose involved, reading may be divided into two kinds, viz: 1. Silent reading; or, that in which the mind only is employed, and in which the reader's purpose is to acquire knowledge. 2. Oral reading; or, that in which the mind and vocal organs are both employed, and in which the reader's purpose is to impart knowledge. Reading may also be divided into two kinds on the basis of subject-matter, viz: 1. Thought reading; or, that which is addressed to the understanding and judgment. 2. Emotional reading; or, that which is addressed to the sensibilities through the imagination.

A proper estimate of the relative value of these different kinds of reading is important, as that will govern the teacher's efforts and determine the results of his work.

School reading is not an end in itself, but a means. The end to be realized should be determined by the pupil's needs as an individual and as a member of society.

A pleasing and effective expression of thought and feeling by means of the speaking tones of the voice, stirs "men's blood" and commands their admiration. Homer, after exciting our admiration for his hero, Ulysses, by stating his various qualities, greatly enhances the effect, when he adds, by way of climax,—

" But when he speaks, what elocution flows !
Soft as the fleeces of descending snows,
The copious accents fall with easy art ;
Melting they fall, and sink into the heart."

Such elocution is an element of good oral reading ; an accomplishment which is the crowning grace of a liberal education and one of special value to the lawyer, minister, professional reader and others who have occasion to exercise the powers of oratory in public. It is also of great value to the teacher, as a means of inspiring in his pupils a love for good literature, of impressing upon them the fact that "books are not absolutely dead things, but do contain a progeny of life in them to be as active as that soul whose progeny they are." But to read well orally is to think well, imagine well, feel well, and express well. The first three are the most essential elements, as they are the necessary condition to the fourth. "It is hard for an empty sack to stand upright." Without the first three, the fourth element of oral reading would be "the sounding brass and the tinkling cymbal, full of sound and fury, signifying nothing." No one can demonstrate a problem in mathematics which he does not understand. No more can one express the content of a piece of discourse which he does not comprehend. It is the nature of thought to manifest itself. An accurate knowledge of the thought to be expressed will lead to correct emphasis, and a strong intellectual expression ; a vivid mental picture of the imagery contained in discourse will inspire the feeling the author intended ; and this, in turn, will suggest the elements of expression which are the natural signs of such feeling. For,—

" He who in earnest studies o'er his part,
Will find true nature cling about his heart."

Not only this. A cultivated mind, and a harsh, disagreeable voice, are seldom found in the possession of the same person.

Pleasing tones usually accompany refined sensibilities, even where no effort has been made to render the voice pleasant. It is the nature of thought to manifest itself. It can not be repressed or hidden. Not only does it develop itself according to the laws of its own nature, that is, as thought; but like the sprouting seed, it shows itself above the soil in which it springs. It manifests itself in every movement of the body. The voice, so intimately connected with the soul, is its special and inevitable expression. It is a law of nature that development must proceed from within outward; and oral reading is no exception.

The lawyer, the minister, the professional reader, the teacher, and others who have occasion to employ special skill in vocal expression need special cultivation in that direction. But of the children in the common schools comparatively few will ever become lawyers, ministers, professional readers or teachers. Covering the native ignorance of that few with a thin veneering of elocution would not make them eloquent. If such an irrational procedure could produce such a result, it would still be wrong for the teacher to make that the end of his reading work at the expense of the vast majority to whom other results would be far more valuable.

"The greatest good to the greatest number" should be his motto. The greatest number of the children attending the common schools will occupy humble places in life. And to these, an accurate knowledge of a large vocabulary of words, the habit of using them correctly, and of consulting the dictionary for the spelling, meaning and pronunciation of all new and doubtful words which they may meet with; skill in seeing the thought-relations in what they read, and the habit this will lead to of organizing their knowledge, from whatever source derived; a vivid imagination, and the power to reproduce in their own minds the beautiful imagery of the poet; to be at home with the great authors to whom it is given to rear the beautiful fabric of social life, to develop the powers, to regulate the passions, and to ascertain the privileges of man; to have in their humble walks the companionship of these true interpreters of life and of duty, and to be instructed, cheered and strength-

ened by their soul-lifting thoughts—these ends, which the reading work may secure, are manifestly of greater value to the pupils as individuals, and to the society of which they are to form a part, than the power to produce the most popular sound of which the vocal organs are capable.

Ability to express thought and feeling in a way that will influence the thoughts and feelings of others, encourages the pupil and gives him increased power in thinking. In this way skill in oral reading may be made a means of securing skill in silent reading; and it should be valued chiefly to the extent that it contributes to that end.

The pupil may be permitted, in the earlier stages of his work, to regard silent reading as the means, and oral reading as the end. But the teacher, who stands above the pupil; who sees the boy both as the boy and as “father of the man,” should regard silent reading as the end, and oral reading as one of the several means of securing that end. While the truth of this theory is too well founded to admit of successful contradiction, the very prevalent practice is to disregard silent reading altogether, and to require the pupil to say words, “mind his stops,” and imitate the tones of his teacher.

The injurious effects of such mechanical and parrot-like work can hardly be estimated. The absolute waste of the pupil's time, great as it is, is one of the least of the injurious results attending it. It forms in the pupil a habit of regarding words and punctuation marks, and of disregarding the weightier things they are intended to express—a habit which stands in the way of his learning any lesson from the printed page; his voice, divorced from intellect and soul, becomes mechanical and expressionless; it tends to deaden the powers of his mind and to produce in him the feeling that “books *are* absolutely dead things.” Rather than this, better abolish all reading above the primary grade, and make the pupil's skill in comprehending the printed page, and in the use of language, dependent upon those studies whose admitted purpose is the acquisition of positive knowledge.

Schools there are, no doubt, in which reading is well taught. But facts derived from various sources, and especially from the

examination of applicants for admission to the state normal school, from all parts of the state, from the country and from the city, makes the conclusion irresistible, that teachers who make silent reading the end, and oral reading a means, are the exception rather than the rule.

This irrational method, or irrational want of method, is not confined to our own state. A searching examination of the schools of Norfolk county, Massachusetts, was recently made by Mr. George A. Walton, an expert, acting as agent for the state board of education, and the result of his examination of the pupils in reading indicates that the same fraud is being perpetrated upon the children in one of the best counties in Massachusetts—a state whose schools rank among the very best.

The following is taken from Mr. Walton's report:

“The test in silent reading for pupils in the grammar grade was applied by giving each pupil a printed narrative, which he read silently, and then wrote in his own language from memory. He was allowed about six minutes for the silent reading, and about an hour for the writing.

“The following is the narrative:

“Cyrus, the Persian prince, had many masters, who endeavored to teach him everything that was good; and he was educated with several little boys about his own age. He was a boy of a very good disposition, and a humane temper; but even in his youthful games he showed a strong desire to command, and other boys used to make him their king. One evening, his father asked him what he had done or learned that day. ‘Sir,’ said Cyrus, ‘I was punished to-day for deciding unjustly.’—‘How so?’ said his father. ‘There were two boys,’ said Cyrus, ‘one of whom was a great, and the other a little boy. Now, it happened that the little boy had a coat that was much too big for him, but the great boy had one that scarcely reached below his middle, and was too tight for him in every part. The great boy proposed to the little boy to change coats with him; ‘because then,’ said he, ‘we shall be both exactly fitted, for your coat is as much too big for you, as mine is too little for me.’ The little boy would not consent to the proposal; upon which the great

boy took his coat away by force, and gave his own to the little boy in exchange. While they were disputing upon this subject, I chanced to pass by, and they agreed to make me judge of the affair. But I decided that the little boy should keep the little coat, and the great boy the great one, for which my master punished me.' 'Why so?' said Cyrus's father; 'was not the little coat most proper for the little boy, and the large coat for the great boy?'—'Yes, sir,' answered Cyrus, 'but my master told me I was not made judge to examine which coat best fitted either of the boys, but to decide whether it was just that the great boy should take away the coat of the little one against his consent; and therefore I decided unjustly, and deserved to be punished.'"

"The writing of the narrative was intended to be an exercise in written composition. When it was placed in the hands of the pupils, they were told to read it so that they could write it in their own language from memory.

"When they had read it, they were furnished with ruled letter paper, and were directed to write out the narrative, using pen and ink; they were told to give a title to the piece if they could think of one, and to do the work as well as they could in all respects. More specific directions were given where it was thought necessary.

"It will be seen by a few specimen copies of the narrative printed below, that the exercise revealed wide differences in the ability of the pupils to get the sense by silent reading. These differences are not confined to individuals: they characterize whole schools. There are exceptionally good papers found in schools which wrote poorly as a whole; the reverse of this is also true. The following are printed verbatim:

[The following are the seven poorest of eleven printed copies. Those omitted, for want of space, are chiefly remarkable as indicating on the part of the writers a retentive *verbal memory*. The report contains twenty-six facsimile copies of the narrative which must be seen to be appreciated.]

I.—"QUARREL ABOUT A COAT.

"Cyrus, the Persian prince, had good many masters, his father asked him if he had done anything wrong to-day, and he said, he had been punished, and his father asked him, what he had

been punished for, and he said he had quarraled with another boy.

“What about, said his father, and Cyrus said that, a boy he was with, had on a big coat, that just fited him, and his coat was to small for him—self, and this other boy wanted to exchange with him.

“But Cyrus would not, just then a man came up, and settled the dispute, saying, that the big boy did very wrong in tareing the coat off the smaller boy.

“So Cyrus had to be punished for not giving up his coat to the other boy.”

II.—“CRYAS THE PERSIAN PRINCE.

“Cryas was a disobiant boy. The little boy thought that the large Coat would be better for him, and the large boy thought that the small coat would be better for him But the large coat was as mush to small for the small boy as the large coat was for the large The large boy had ought to have had the large coat and the small boy the small coat, I think that Cryus was a greedy boy.”

III.—“PRINCE OF PERSIA.

“Cyphus the Prince of Persia he and another boy went out to walk he had a long coat on which was to big for him the other boy had a coat which was to small for hin and only came down to his middle, and he wanted the little boy to let him take his coat (and the big boy) woud let him take his little coat so Cyphus father came and said why wood you not let him take the big coat and he wood take the little coat so he went home and he became a prince.”

IV.

“There was a man by the name of Cyrus who was a Persian Prince.

“He had a very nice father, and asked him one night what he had done at school that day? He said, “That he had done something unjustly.”

“The boys, when Cyrus was playing any games with them used to make him their king. One day there was a boy who had a new coat, with Cyrus, and Cyrus wanted to make a change.

“The one that the boy had bought was very much too large for him, while Cyrus’s was small.

“They kept on for two or three days, but would not agree upon it.

“While they making this agreement, Cyrus’s father came along. Cyrus had a very humane temper and was very gentle.

“Because Cyrus would not change with the other in a few days he was punished.”

V.

“The boy was whiped because he had the little boy’s coat.”

VI.

“Cyrus a Persian prince was a pleasant and educated boy but when he came home that night his father asked him what he had received that day. he said that he got punished at school his father asked him what for and he said that there was a great boy and a little boy had a goat and the big boy had a little goat and the little boy had a big goat the big boy wanted to exchange goats he have the big goat and the little boy have the little goat so the big boy took his goat away by force and I came along and they wanted me to be judge and I said that the little boy should have the little goat and the big boy should have the big goat and so that is what I got punished for in school.”

VII.

“Cyrus the Persian prince he was a boy of sense One evening he was passing by the house a small boy had a big goat the goat was much larger than the boy so they had a dispute over the goat the boys have him for the judge he gave the little boy the goat when he got home his father asked him if he was good at school he said he had been punished unjustly his father said that he must be kind to one as to the other.”

Teachers who read the above narratives may be astonished at the stupidity of the grammar grade pupils of Norfolk county, Massachusetts, but before concluding that such stupidity is confined to that particular locality, would it not be well for them to apply a similar test to the pupils of their own schools? Mr. Walton concludes that the condition of the pupils, as indicated

above, is due to the fact that their teachers made oral reading the purpose of their reading work. I have in my possession examination papers made by applicants for admission to the state normal school who were taught reading in our own state which are quite as remarkable as the above, and which teach the same lesson.

✕ *SOME OF THE OBSTRUCTIONS, NATURAL AND INTERPOSED, THAT RESIST THE FORMATION AND GROWTH OF THE PEDAGOGICAL PROFESSION.

~~D~~
GEO. P. BROWN, PRESIDENT OF THE STATE NORMAL SCHOOL.

Mr. President :—The crowded state of the programme of this department led me to infer that a theme so old and trite as the one assigned to me, could not command the attention, and should not consume the time, of this association, to the exclusion of those of much greater practical importance. The unexpected absence of two of those who were to read papers before this department, has left room for me, and I am called upon to discharge, as well as I can, the duty assigned me. This will account, in part, for the loose order and imperfect form of what I shall undertake to say.

I ask your indulgence for a few minutes while, by way of prelude, I speak to one or two points suggested by the interesting remarks made by the able gentleman from New England, at the morning session.

Some very old ideas, clothed in a new dress, have recently supplanted still older ideas, in one of the oldest towns in our country, and marked improvements in the schools have followed. These ideas have been heralded by the press of the country as a new departure in education. One of our country's able and learned citizens has given the influence of his learning and his name to the dissemination of these ideas among the people. Right royal service has been done to the cause of education by

*Paper read before the National Educational Association, at Chautauqua, last summer. ✕

him, and others who have worked with him, in directing the attention of the public to the schools, and in stimulating thought and inquiry.

Whatever of adverse criticism has followed the heralding of these good things, has not been made because these ideas are thought to be false;—they are believed to be, in the main, true;—nor because any critic feels that there has been any robbery of another's laurels, as seems to have been implied, but because principles and methods that are old and in general use, in many portions of the country, are put forth as "new discoveries," and a "new departure in education." Some are unwilling to be thus indirectly charged with having failed in the intelligent performance of the duties of their office, which the admission of these claims would imply.

There has been, however, one very old idea advocated by the gentleman, whose only merit is that it is old. He calls it *freedom*. Freedom is a good word when we put the right content into it; but when we use *freedom* to name *license*, the go-as-you-please idea in school work, we make a very bad word of it. It needs no argument to prove to this assembly that, "when a teacher knows both matter and mind," a superintendent may safely say to him "move on," "secure the required results in your own way," "go as you please." But what of the teacher who knows neither "matter nor mind?" To say to him "move on," "have your freedom," "grope," "it is better for you to go wrong than to follow the lead of another," is a most pernicious heresy. It is the freedom of a wild bull in a china store. It is a freedom to break, to mar, to maltreat, to murder the innocent and confiding; freedom to commit *menticide*, a more heinous crime than homicide.

The reply made is, "turn out the teacher, and employ only such as are competent" The prescription is undoubtedly a good one, but it is not in the power of the superintendent to get it filled. It is, therefore, without value. This wild and reckless declamation, by those who have the ear of the public, will be much more harmful than helpful to the securing of efficient instruction in the schools. But to the theme.

The statement of the theme, assigned to me for discussion, implies that a pedagogic profession, if not already an established

fact, is possible, and that there are obstructions in the way of its formation and growth.

Whether or not the business of teaching shall be permitted by the public voice to take rank among the so-called professions, is a matter of small consequence. If it were the main purpose of this paper to discuss the ways and means of securing this result, the end, if attained, would be of too little value to justify me in preparing, or you in listening, to this essay.

There is, I think, more than this in the proposition.

What is a profession?

It is not easy to formulate a definition that shall be generally accepted. Webster's Dictionary contains the following: "A profession is a vocation other than that of the mechanic, the farmer, the merchant, and the like, which one follows for subsistence, and which he professes to understand."

This does not give much aid in helping us to find the boundary line between a profession and a vocation that is not a profession. It is not clear to the common mind why the vocation of him who practices agriculture may not be called a profession with as much propriety as is the vocation of him who teaches the practice of agriculture. The definition is not clear because it suggests no satisfactory basis of classification of vocation into professional and non-professional.

A study of this vague expression of a still vaguer conception, leads to the discovery of some of the elements that all will acknowledge must be in a profession. A profession is a vocation, and not an avocation. It is the chief or principal business of a man's life, and not something that is taken up at leisure times for amusement or for profit. A profession is followed for subsistence. It has these elements in common with non-professional callings.

The definition quoted above suggests another element which, I think, will help us to find the distinguishing mark of a profession. It is contained in the clause, "Which one professes to understand."

To understand, is to have "just and adequate ideas of;" it is to know the thing in itself and in its relations to other things. It is to know the principles and truths that are the germ of the thing, and the laws by which the thing has grown from this germ. To understand a thing is to have a scientific knowledge of it.

“Scientific knowledge, except when of axiomatic principles, requires conviction of the truth of the given proposition, and a knowledge of its reason or cause.”—*Aristotle*.

“A science is a complement of cognitions, having, in form, the character of logical perfection; and, in matter, the character of real truth.”—*Sir. Wm. Hamilton*.

He who possesses such a knowledge of his vocation sustains a very different relation to it than does he who works by the direction of another; in obedience to given rules. This difference of relation is sufficiently marked to form the basis for the separation of the vocations of men into two classes, viz: The Liberal Arts, and the Industrial Arts.

He who practices a liberal art is an artist. He is free from the limitations which attend ignorance and subjection to authority. The artisan can practice only an industrial art. He must be ever subject to these limitations.

Whether an art is industrial or liberal depends not upon the accident of its being the practice of agriculture or of medicine, but upon the kind of knowledge of his art which he who practices it possesses. Henry Bessemer, in his manufacture of bronze, or of steel, practiced a liberal art. The physician who simply follows the rules of practice laid down by his author for the treatment of disease, practices an industrial art. The difference between a trade and a profession is not found in the nature of the work done, nor in the manner in which it is done; but rather in the reason which exists in the mind of the workman for so doing; it is the difference between blind obedience to law and being a law unto one's self.

“Pedagogic.” means pertaining to the “guiding of a boy.”

The pedagogic profession is, then, the practice of the liberal art of guiding the young to a harmonious development of all their faculties, through their own efforts.

No one doubts that there are teachers at work in every State of the Union who are artists, and may be truly said to practice teaching as a liberal art. Since this is true, it follows that there is a pedagogic profession already formed. It only remains, therefore, for me to make mention of some of the obstructions which resist the growth of this profession.

It has been thus far assumed that by *pedagogic profession* is meant the vocation of school teaching. But "Pedagogics" is a word of much larger content. A system of pedagogics is understood to provide for the complete education of the individual. Such a system includes the influence of the family, the church, the state, and civil and polite society, as well as the influence of the school.

Education is defined by some German writer, to be "the harmonious and equable evolution of the human powers by a method based on the nature of the mind; every power of the soul to be unfolded, every crude principle of life stirred up and nourished, all one-sided culture avoided, and the impulses on which the strength and worth of man rest, carefully attended to."

James Mill says that the purpose of education is "to render the individual, as much as possible, an instrument of happiness, first to himself, and next to other beings."

John Stuart Mill defines education as "the culture which each generation purposely gives to those who are to be its successors, in order to qualify them for at least keeping up, and, if possible, raising, the improvement which has been attained."

These statements will serve to define that product which results from the combined influence of all the different forms of education upon the individual. We are called upon to apply the principle of division of labor, so active in every other department of human thought, and determine how much of this education it is the business of the *school* to furnish. The failure to define clearly the purpose of the school, as distinct from other institutions of society, is an obstruction to the growth of the profession of teaching. By school I mean the common school. None, I presume, question the fact that teachers in our technical schools and universities practice a profession.

The school has been defined as "an institution whose purpose is to realize scholarship and behavior." If this is intended as a definition of the common school, the definition needs to be defined. What is meant by scholarship? Is it learning or erudition? Certainly not. Is it knowledge in the more general sense of information? If so, what information?

One class, large in numbers, if not in intelligence, would have the school teach the different trades. They would have them take the place of the apprentice system that has fallen into disuse. They would have the children leave school "able to do something," by which they mean, make a fair pair of boots or a coat, or build a house. And since the common school system does not give this information, it is pronounced "aimless;" and it is complained that the children "drift;" and that "the tide does not set toward heaven." This I understand to be the view of a popular scientific journal, which wields a large influence in this country.

Others, again, and these are very intelligent, deem the scholastic purpose of the school the acquiring of a power to master books. They would have each individual enter into and possess that inheritance of knowledge which is his birth-right before he shall make any effort to add to this inheritance. The first object with them is to fill the mind with the thoughts of others.

Still others see in the school a mental gymnasium for calling into active exercise the different faculties of the soul, and training them to habits of harmonious action. These three ideas are sufficiently distinct to form the basis for radically different modes of procedure in the school. The one bends everything to training in manual skill; the second makes everything subserve the mastery of the abstract; it exalts the text-book. The third labors for clearness and distinctness of vision by a constant appeal to the senses; it exalts the object.

And so, too, when we declare the purpose of the school to be the realization of good behavior. We know not what it means, without further explanation. *Behavior* as here used evidently means something more than behavior; it means conduct. This wider signification suggests not alone man's relations to his fellow man, but his relations to God. To what extent shall the school teach the latter? Here we enter a boundless field for discussion. One class would make the school the nursery of the church; another class would exclude all religious teaching from the schools; another class, while holding to the divorce of the school from the church, would make the church to which they belong an exception.

It is needless to amplify this thought further. Enough has

been said to show that there is no clearly defined purpose of the school in the minds of either teachers or people. This lack of definition I hold to be one of the obstructions that resist the growth of the profession of teaching.

(To be continued.)

THE EDUCATION OF OUR BLIND.

IDA W. BLACK.

SINCE the excellent system of the public schools of our State and their wise administration are known far and wide, and are receiving the world's approbation and honor, it is naturally to be expected that her special schools for the education of the deaf and dumb, and the blind, should also take high rank.

Many people of quick and tender sympathies deny themselves the pleasure of visiting these institutions, fearing that their sorrow for the misfortunes of the pupils will be greater than the pleasure to be derived from such a visit. But it has recently been the writer's privilege to visit the Institute for the Education of the Blind, and to observe and gather many items which may not only be of interest to the general public, but will certainly aid in dispelling the popular impression that the pupils of that institution are helpless and unhappy, and burdensome to the state.

In their well-appointed building, surrounded by all the kindness which a set of willing domestics, skilled nurses, competent corps of teachers and thoughtful superintendent, can manifest, the pupils seem to forget that they are deprived of one of the greatest blessings of life.

The pupils were observed in their recitation-rooms, study-rooms, work-shop, sewing-room, and in the parlors in social enjoyment, and at all times they were happy, neat, studious, and polite.

Some people ask, "What can the blind children *do*?" We will follow them from room to room, and see what is the answer to that question. We found a class of little ones in charge of the

primary teacher, taking gymnastics, and afterward we heard them spell, and study the reading lesson for the next day's recitation. In the next room we heard a class discussing the different ways of travel by steam, air, animal, and self-propelling power, and afterward saw them reproduce from memory, in writing, the lesson of the previous day on the different kinds of lines. Near this room we found one in which a class was reciting readily a lesson in arithmetic which would have bothered most pupils of similar age who have sight to follow and form the figures.

Next we found a class of boys studying the dissected map, who quickly named and placed the states and territories, naming and locating the capital and principal city of each. To test the practicability of their knowledge, these questions were asked: "This lady left Kansas City two days ago—find the city." "She took breakfast in St. Louis yesterday—find it." "She arrived in this city last night—find it." "She leaves on this evening's train for her home, twenty-eight miles northwest of this city—where do you think she lives?" These questions, with many more concerning the relative position of the cities named, were quickly and correctly answered. In another room a class was solving this problem: "What two numbers are to each other as their sum is to 5, and as their difference is to 3?" The solutions were given readily and correctly, and much enthusiasm was noticed. These, and several others equally as difficult to remember, the pupils had carried in their minds from the assignment of lessons the previous day, and were now solving mentally.

On our way to the sewing room we took woman's natural privilege of gratifying her curiosity by peeping into the girls' bedrooms, as we had learned that the girls are now being taught to make their own beds. Many girls, with good eyes, might be profited by watching these sightless girls spread their beds and smooth their pillows, as the beds were uniformly neat.

In the work-room we found the girls doing their weekly mending—patching, darning, sewing up rips, in short, putting their clothing in order just as neatly as most girls with perfect vision can do. Some who had completed the repairing of their clothing had taken up their regular work. Several were observed with bright worsteds, making things of beauty for the adornment of their own persons or homes, and many were making

articles for presents to their friends. We witnessed the making of various fancy articles from beads, all kinds of plain needle-work, knitting, and some excellent work on the sewing machine. These girls leave the Institute capable of supporting themselves, if necessary, and all are useful in their homes, and models to young ladies who think it unnecessary to learn the *art* of neat and artistic work.

A visit to the boys' work-shop showed us broom-corn and brooms in all stages of preparation. We noticed many brooms ready for shipment, marked with the label of the Institute. We also noticed a prominent wholesale grocer, of Indianapolis, pasting the labels of his business house on brooms which had not yet been labeled; these, also, we noticed were ready for shipment. These girls and boys leave the institution intelligent, useful and happy members of society, qualified to take their share of the world's burdens, and to meet the responsibilities of life.

On inquiry, we found that ten per cent. of the pupils come to the Institute from the county poor houses, and but very few have ever returned to be a burden to the county.

There are fifty-four of the graduates who are supporting themselves by teaching music, and also quite a number who have not cared to complete the course. Four are tuning pianos and organs. One is an Indian missionary. Several are married, and are excellent housekeepers. The names of a dozen were given who are successful teachers in public schools; the names of two who are ministers, one justice of the peace, two constables, one lawyer, and one newspaper correspondent were also given.

In short, we found these pupils can do anything in an educational line which pupils with sight can do, with a decided advantage in respect to better trained memories, and a disadvantage in the respect of not being so good in penmanship.

All leave the Institute to be happy and useful. The institution is free to all the blind of the state. Any further information can be had by addressing the superintendent, W. B. Wilson, at Indianapolis.

A pound of energy with an ounce of talent will achieve greater results than a pound of talent with an ounce of energy.

WHY LEARN DEFINITIONS?

GEO. F. BASS, PRIN. THIRD DISTRICT SCHOOL, INDIANAPOLIS.

PUPILS often learn definitions in arithmetic, grammar and geography, etc., without comprehending their meaning, and without seeing any practical benefit that may be derived by knowing the definition. They learn the definition or statement of a principle without going back of the words used to express the things defined. When asked for the definition of a noun, they do not think of the noun but of the definition; they recall the words, the page on which they are found; they call to mind the fact that the definition is on the left hand page near the top; they then, by some mental operation that need not here be explained, recall the words of the definition, and the teacher is satisfied. The writer is aware that while almost every teacher will acknowledge that this is true in many schools, he will flatter himself that such is not the case in his own school. He is satisfied that his pupils get the "thought," and that they know what to do with said "thought" when they find it. The writer thought so once, but had some of the conceit taken out of him, by questioning his own school. Some such questions as the following were put to his class: "Why do you learn definitions in arithmetic?" The following are some of the answers: "So we can recite our lesson." "To be able to pass the examination." Not one of them suggested the idea of using these principles (as they are called in some schools) in any mathematical computation. They had learned to say that commission is computed upon the sum expended or collected by the agent, but had not learned to apply the principle in solving such problems as the following: "An agent received \$525 from his principal with which he was to buy grain, after deducting his commission at 5 per cent.; how much did he expend in grain?" Several pupils took 5 per cent. of \$525 as his commission; then subtracting it from \$525 gave the amount expended for grain. It is an easy way of disposing of this by telling the pupils they are wrong, and showing them *how*, and at the same time *telling* them *why* you do or have them do it some other way. And often when the teacher is through, he says, "Do you see?" They *say* they do, and they really think they do, and the teacher thinks they

do. Let him ask them *what* they see, and note how many can tell what it is they *see*. Ask why their way is wrong. Pupils unconsciously fall into the habit of accepting what they read in their books and what their teachers say as true; and teachers just as unconsciously fall into the habit of allowing the pupils to do so. We of course do not wish them to become habitual doubters, but habitual inquirers.

After the teacher had fully explained why this problem should be done some other way, but had neglected to show clearly why it should *not* be done the way the pupils had done it, a pupil who proved not to be quite as credulous as the rest said: "I don't see why my way is wrong." This of course surprised the teacher. He set to work, though, to convince this pupil that he was wrong. The following is the way he did it:

Tr.—"Upon what is commission computed?"

P.—"Upon sum expended or collected by the agent"

Tr.—"If it is computed upon anything else, will the work be wrong?"

P.—"Yes."

Tr.—"Did the agent collect or expend \$525?"

P.—"No."

Tr.—"Did you count commission upon \$525?"

P.—"Yes."

Tr.—"Are you right or wrong?"

P.—"Wrong."

It is plain that the pupil had not seen the relation existing between the solution and the principle, which he could so readily state. He might have learned how to solve every kind of problem in commission, or in arithmetic, and not have seen the use of principles or definitions. He could have learned *how* each kind is solved without the *why*. It used to be very common to have a pupil say, "I know that we did this problem (it was called *sum* then) so last winter." Of course, we flatter ourselves that those days have passed away. We do not show the "scholars" how to do "them sums" now. We now develop the *thought* to our *pupils*. But, while we have advanced, we must remember that perfection is a long way ahead yet. We should carefully criticise our own work by closely studying our schools and ourselves; and by carefully questioning each we shall find plenty to

think upon and to improve. The reason many of us fail, partially is, we do not seem to remember how the mind acts in learning. We present a new subject to the class, and we think we have made it so plain that they can not fail to understand it. We learned it years ago, and have forgotten how long it took us, and how difficult it was for us. If we can not recall our school life and how we learned new subjects, let us take up a new study and observe how we learn it; this will enable us to help our pupils to learn. We may then show them how to study.

When a pupil comes to us with some difficulty, let us not think it over and give him only the result of our thought, but take him over the same road we went to reach our conclusion. For example a pupil comes to the teacher and says: "What part of speech is *good* in this sentence, 'The good are happy?'" Teacher thinks a moment and says, "A noun." Pupil expresses his thanks and says: "I was not sure whether it is a noun or an adjective." They too seldom think to ask the pupil, "How do you suppose I knew?" If he will try such a question he will probably be met with a smile and a bashful expression and receive the half-spoken words, "I don't know;" and the pupil will seem uneasy and wish to get away, and feel sorry that he asked anything. This feeling should be removed; the pupil should be lead to see how we arrived at such a conclusion; he should be reminded that all the conclusions come by a certain course of reasoning. Do not understand me to intimate that he should learn nothing or accept nothing without knowing the reason for it. But form the habit of trying to find out the why, and whenever the pupils are able to see the reason give it. But let us not waste time and strength in teaching a *form* of reasoning without any comprehension of the reasoning the *form* expresses.

The writer of this article will have accomplished his object, if he causes the teachers who read it, to look into their own schools for faults, instead of thinking that such faults exist but they are just over in District No. —, not in their own schools.

Nothing is so wholesome, nothing does so much for people's looks, as a little interchange of the small coin of benevolence.

OPINIONS OF EDUCATORS ON CORPORAL PUNISHMENT.

[New England Journal of Education.]

In every school there is a class of offenses which are the outcome of childish caprice and weakness. To treat these by corporal or other degrading punishments, as is too often done by inexperienced and immature teachers, is a fault deserving severe reprobation. But in the majority of schools there is always a *criminal class*, as decided as in every society of adults. This class should be treated according to the Christian method of dealing with such offenders, for the two-fold end of the protection of society and the reformation of the criminal. I know of no method of dispensing with force, in extreme cases, in dealing with children of any age, and personal chastisement is sometimes the most humane as well as the most effective way of bringing a wicked boy to his senses. But, as in all cases of criminal administration among children of larger growth, the discipline of force should always be in accordance with the just decision of the supreme authority of the school; and, whoever administers the punishment, the head of the school should be responsible to the parents and the community for the general character of the discipline.—*A. D. Mayo.*

The great objection to corporal punishment is the fact that it excites angry passions, not only in the child, but in the master, and more in the latter than in the former. My own experience teaches me that the effect is almost necessarily bad on the individual who inflicts the pain. It excites a horrible feeling in him; a feeling which we might conceive to belong to evil spirits.—*George B. Emerson.*

The parent's will is the only law to the child; yet, being steadily regulated by parental affection, is probably more moderate, equitable, and pleasing to him, than any other human government, to any other subject. It resembles the Divine government more than any other. Correction which is sometimes considered the whole of government, is usually the least part of it—a part indispensable indeed, and sometimes efficacious, when all others have failed.—*Dr. Dwight.*

I believe that corporal punishment should always be resorted to as soon as other modes of discipline fail, and I have known some young persons whose consciences were so weak, and who had so much of the animal in them, that the rod would be for them the most beneficial mode of punishment.—*Mrs. Willard.*

I do not hesitate to teach that corporal infliction is one of the justifiable means of establishing authority in the school-room. To this conclusion I have come after a careful consideration of the subject, modified by the varied experience of nearly twenty years, and by a somewhat attentive observation of all the plans which have been devised to avoid its use or supply its place.—*D. P. Page.*

Punishment should never be inflicted except in cases of the extremest necessity; while the experiment of sympathy, confidence, persuasions, encouragement, should be repeated forever and ever. He who denies the necessity of resorting to punishment in our schools, virtually affirms two things: (1) That this great number of children, scraped up from all places, taken at all ages and in all conditions, can be deterred from the wrong and attracted to the right without punishment; and (2) that the teachers employed to keep their respective schools are, in the present condition of things, able to accomplish so glorious a work. Neither of these propositions am I at present prepared to admit.—*Horace Mann.*

It is necessary for a child to learn that the violation of law—whether of school, society or God, brings inevitable suffering. The sense of right is so imperfectly developed in children, that one of the ways of impressing upon a child that right is right, and wrong is wrong, is by showing that suffering follows from one, enjoyment and a sense of satisfaction from the other.—*An English Teacher (in Ed. Reporter, July 1, 1874).*

This kind of punishment, provided always that it is not too often administered, or with undue severity, is the proper way of dealing with willful defiance, with obstinate carelessness, or with a really perverted will, so long or so often as the higher perception is closed against appeal.—*Rosenkranz (in Pedagogics as a System).*

These are occasions, however, in which the cane must be resorted to. We have no sympathy with objections to flogging,

on the score of its cruelty or indignity, provided an interval elapse between the offense and the chastisement. It is much more merciful to castigate a boy than to wear his nerves to exhaustion by appeals to sentiment, affection or duty, which minister to the vanity of the hard, and the morbidness of the gentle and sensitive. Punishment should be prompt, sharp, decisive, and there end; the object being not to inflict pain, but to deter from future offenses, and to restore the moral equilibrium of the offender and of the offended school conscience. This object once obtained, the more expeditiously it is attained the better; no more should be heard from either offense or punishment. A teacher or parent should never bear grudges. The young interpret such exhibitions as sulkiness and injustice, and do not fail to learn the lesson for themselves. A boy should be allowed to start fresh from punishment, and without stain.—*S. S. Laurie.*

It is not wise for school committees and superintendents to formally and publicly forbid the use of corporal punishment in the public schools. (1) Such an act on the part of school authorities would have a tendency to encourage some pupils to violate school rules. (2) During that period of a child's life when he is deriving all his knowledge through the senses, it may sometimes be necessary to teach him the beauty of goodness by a slight punishment applied to his mind through the body. In such a case the amount of punishment would be so small as not to attract public attention. While these things may be true, it is also true that a teacher possessing the qualities requisite to success in teaching, will be able and inclined to control his pupils by appealing to a higher principle of action than the fear of physical punishment.—*J. W. Dickinson.*

I have no hesitation in declaring my opinion that in some schools, under some circumstances, and with some pupils, the infliction of corporal punishment is needful and wise. The use of it, in some cases, is no more brutal than is the knife in the hands of a skillful surgeon. The rod in the hands of a wise teacher is less painful in its effects than are the bitter words of some teachers who boast that they never resort to the rod. My doctrine is, in brief, this: Let teachers secure, as far as possible, the respect and love of their pupils; let them make their

school-rooms places of happy resort; let them govern their schools with kindly means; yet if, at any time, they find there is forced upon them the alternative, utter failure in governing a scholar or the use of a rod, I unhesitatingly say, let the rod be used. As an *ordinary* means of punishment, I earnestly deprecate a resort to corporal punishment; and I believe that the teacher who punishes in this way frequently, may well question his fitness for the position he occupies.—*D. B. Hagar.*

The discipline of the schools visited by me seemed to be all that could be desired. The teachers seemed to govern the pupils with ease; no severity or harshness, either of tone, look, or gesture, was observed. The pupils were orderly, attentive to their duties, and respectful in their bearing toward their teachers. The matter of corporal punishment was inquired into pretty thoroughly. The two important facts ascertained in regard to this subject are: (1) That corporal punishment is not prohibited in any grade of the schools in any one of the cities visited (Pittsburg, Cincinnati, Louisville, St. Louis, Cleveland, Chicago, and New York; and (2) practically corporal punishment is not very extensively employed as a means of discipline. I found very few rules relating to the mode or extent of inflictions of this sort of punishment. The prevailing opinions as to the wisest way of dealing with the subject, was in favor of leaving the teacher's hands as free as possible, and of holding each one individually responsible for the manner in which he exercises the authority allowed him. The teacher is not condemned for resorting to corporal punishment in certain exceptional cases, but for using it injudiciously or excessively. In Cincinnati there is no regulation whatever in regard to the matter. In Chicago, although corporal punishment is permitted by the regulations, the teachers, under the lead of the superintendent, have, for several years, voluntarily dispensed with it, substituting therefor the suspension or expulsion of incorrigible pupils. Expulsion is the only practicable substitute for corporal punishment yet devised; but this substitute is very objectionable, especially in its application to elementary schools.—*Extract from Report of School Superintendent of Boston (John D. Philbrick), 1876-7.*

Knowledge is more than equivalent to force.

THE PRACTICAL VALUE OF COLLEGE DEGREES.

PROF. A. McTAGGART, OF EARLHAM COLLEGE.

IN this state, under a general law for forming corporations, colleges may be established *ad libitum* with full power of conferring all kinds of degrees. The law fixes no standard of qualifications for these degrees and provides for no inspection of the work done by the colleges. The state in no way recognizes the value of college degrees.

While a diploma from the State Normal School is equivalent to a teacher's life certificate, a bachelor's degree from the best colleges in the state does not exempt from the least important subject of a county examination. A degree in this state is at least a mere recommendation.

In Great Britain and in some other countries university degrees confer privileges in the practice of law and medicine, and exempt from various civil service and other examinations. In Ontario, Canada, a degree in Arts is accepted as sufficient evidence of the scholastic attainments required of principals of high schools. In several of the states a degree in law or medicine entitles the holder to practice his profession, and the ordinary A. B. degree exempts from some of the examinations required for the practice of these professions. Is it supposed to contribute to "liberty and the pursuit of happiness," that in the State of Indiana no qualifications whatever are *required* of physicians and lawyers? Why must Indiana be so far behind other states in these respects?

Let there be a law permitting no physician to practice unless he have a degree in medicine or equivalent qualifications; let no lawyer be allowed to practice unless he have the qualifications required by good law schools; then will degrees in law and medicine be of some practical value and additional security be given to both life and property. In teachers' examinations let a degree in Arts be accepted as satisfactory evidence of the required knowledge of all subjects embraced in the college curriculum.

Certainly it would be a disgrace to the state should any college be found not teaching a subject as thoroughly as is required by the state board of examiners.

The state should see that the colleges chartered under the laws do good and thorough work. Some kind of state inspection of the work of the colleges might prove a great gain to the interests of higher education. In New York something of this kind of supervision is performed by The University of the State of New York. A diploma from a good college is worth *much* as a recommendation, but why should not its full value be recognized?

Could not the College Association of Indiana advantageously propose and urge some reforms in the directions indicated?

COMMENTARY ON THE SCHOOL LAW OF INDIANA.



XVI.

DISMISSAL OF TEACHERS IN TOWNSHIPS.

THE LAW.

SECTION 36. The county superintendent shall have power to revoke licenses granted by him or his predecessors, for incompetency, immorality, cruelty, or general neglect of the business of the school, and the revocation of the license of any teacher shall terminate the school which such teacher may have been employed to teach.

SEC. 28. * * * and if a teacher's license shall expire by its own limitation within a term of employment, such expiration shall not have the effect to stop the school, or stop the teacher's pay, * * *
* * * and at any time after the commencement of any school, if a majority of such voters petition such trustee that they wish the teacher thereof dismissed, such trustee shall dismiss such teacher, but only upon due notice, and upon good cause shown; but such teacher shall be entitled to pay for services rendered.

[COMMENTS.

1 *Three Modes of Dismissing Teachers.*—There are three modes which may be employed to dismiss teachers in townships: (a) The trustee may dismiss after trial upon petition of the patrons of the school; (b) the trustee may dismiss without such petition for violation of contract; (c) the superintendent may be called upon to revoke a teacher's license.

2. *Dismissal upon Petition.*—When any trustee receives a petition signed by a majority of the voters of any school district, asking the removal of a teacher, he should require that the reason for such petition, together with charges and specifications be set forth in writing by the petitioners, and he should make record of the same.

The trustee should then set a day upon which he will make an investigation of the charges preferred. He should send a copy of the charges and specifications to the teacher, and notify him of the pendency of the petition at least five days previous to the day set for hearing the case. He should notify the teacher to be present and answer to the charges. He should also notify the petitioners of the time set for trying the case.

The causes for which a teacher may be dismissed under such circumstances are incompetency, immorality, cruelty, and general neglect of the business of the school. In determining the question the trustee should exercise great care and judgment to the end that no injustice be done to the teacher or to the school.

In cases of this sort an appeal can be taken from the decision of the trustee to the county superintendent. In case the county superintendent reverses the decision of the trustee the teacher is entitled to be restored to his position, but in case the decision of the trustee is affirmed, the trustee has the right to immediately employ another teacher. See chapter on appeals.

3. *Trustee may Investigate upon Petition not Signed by a Majority.*—The law *requires* a trustee to investigate charges made against a teacher by a *majority* of the voters of a district, but it is held that he *may* investigate charges made by any number of responsible patrons of a school.

The Supreme Court holds, in reference to the erection or removal of a school house, that the school law of 1861 authorized a school trustee to act upon a petition of the voters at a school meeting in relation to the matter, but that this did not prevent the trustee from acting upon a petition presented by citizens who did not attend the school meeting. The language of the court is as follows:

"It is true, as contended, that the inhabitants of the township, at their regular school meetings, have a right 'to memorialize in reference to the removal or erection of school houses, and upon any other subject connected with their school township.' But that right is not by the statute made exclusive, and hence the trustee may, in our opinion, legally act upon a petition presented to him by persons who are inhabitants of the school township, though it did not originate at such regular meetings."—21 Ind. 320.

This is a case analogous to the one under discussion, and I think justifies the opinion expressed above.

A trustee can not be compelled to act except upon a petition signed by a majority of the patrons.

4. *Dismissal for Violation of Contract.*—But in the absence of a petition has the trustee a right to dismiss a teacher who proves to be incompetent, or who neglects his business, or who is immoral? This is a very important question, and it deserves very careful consideration.

The state taxes all alike for the support of common schools. It insists upon and provides a school in every school district of the state, whether the majority of the people want the school or not, and it is the intent of the law that every child in the state shall be taught by a thoroughly competent teacher; and the state does and ought to insist that a teacher who shows himself to be incompetent or immoral, or who neglects his business, should be dismissed, whether the ma-

jority of the people of any particular district are satisfied with him or not.

The trustee is an officer elected under the laws of the state. He has the very responsible duties of taking charge of the schools of his corporation. He is empowered to employ teachers. He is required to contract with them, binding them to do certain things.

If the teacher breaks the contract, it seems to me that the trustee should not be bound by it. The Supreme Court speaks as follows:

"When he accepts an employment as teacher in any given school, he agrees, by implication, that he has the learning necessary to enable him to teach the branches that are to be taught therein, as well as that he has the capacity, in a reasonable degree, of imparting that learning to others. He agrees, also, that he will exercise a reasonable degree of care and diligence in the advancement of his pupils in their studies, in preserving harmony, order and discipline in the school; and that he will himself conform, as near as may be, to such reasonable rules and regulations as may be established by competent authority for the government of the school. He also agrees, as we think, by a necessary implication, that while he continues in such employment, his moral conduct shall be in all respects exemplary and beyond just reproach.

"Now, if a teacher, although he has been employed for a definite length of time, proves to be incompetent, and unable to teach the branches of instruction he has been employed to teach, either from a lack of learning, or from an utter want of capacity to impart his learning to others; or if, in any other respect, he fails to perform the obligations resting upon him as such teacher, whether arising from the express terms of his contract or by necessary implication, he has broken the agreement on his part, and the trustees are clearly authorized to dismiss him from such employment."—42 Ind. 210.

This is the language of the Supreme Court, and although made with reference to a city is an enunciation of the common law principles, and is, we think, applicable to the case of dismissal of a teacher by a township trustee.

It may be said that there being one method provided by statute for the dismissal of a teacher by a township trustee, no other method exists. I think this is not so. It is a rule of construction that where a statutory remedy is given in a matter where a common law remedy already exists, the statutory remedy is to be considered as cumulative to the common law remedy, unless there is something in the language of the statute which shows it to have been the intention of the Legislature to make it the only and exclusive remedy. This does not appear in the statute. Hence we conclude that both remedies exist.

I conclude that if a teacher proves to be incompetent, or generally neglects his business, or is immoral, or who is cruel to his pupils, or refuses to obey the reasonable rules and regulations of the proper authorities, the trustee may notify him that he will not pay him for the incompetent service. This would be a virtual, if not a technical dismissal. In case such a step is taken by the trustee he should see to it that he has suitable evidence by which he can prove the unworthiness of the person to teach, a contest should be made in the courts, by the teacher to recover his wages.

5. *Dismissal by Revocation of License.*—When a trustee receives notice from a county superintendent that he has revoked the license

of any teacher, it is the duty of the trustee to inform the teacher that his connection with the school is terminated. The question arises, does the language "shall terminate the school," used in section 36, prevent the trustee from employing another teacher for the remainder of the term? I think it quite clear that this question should be answered in the negative. These provisions of the law should be construed *pari passu*, or in harmony with other provisions of the law. Section 11 of the school law provides as follows, viz:

"All schools in a township shall be taught an equal length of time, as nearly as the same can be done, without regard to the diversity in the number of pupils at the several schools, or the cost of the school, and each of said schools shall be numbered by the proper trustee as school No. —."

If now, a county superintendent revokes the license of a teacher who had just commenced a nine months' school, it would be absurd to hold that such revocation deprived the patrons of the school district of school privileges for the remainder of the term of nine months, and I think such a construction would be contrary to the provisions of section 11, quoted above. The trustee can and should, as soon as practicable, employ another teacher to teach out the unexpired term.

The only possible question that might arise to embarrass the trustee in pursuing such a course would come from a reversal of the decision of the county superintendent by the state superintendent. The teacher might then possibly lay claim to be restored to his position as teacher from which he was wrongfully ousted by the action of the county superintendent. Such reversals are very rare, and if one should be made I am of the opinion that the trustee could not be held responsible for the condition of things then existing.

XVII.

EMPLOYMENT AND DISMISSAL OF TEACHERS IN TOWNS AND CITIES.

THE LAW.

SECTION 10. The trustees * * * shall employ teachers, * * *

SEC. 28. Trustees shall employ no person to teach in any of the common schools of the state, unless such person shall have a license to teach issued from the proper state or county authority, and in full force at the date of the employment; and any teacher who shall commence teaching any such school without a license shall forfeit all claim to compensation out of the school revenue for tuition, for the time he or she teaches without such license; and if a teacher's license shall expire by its own limitation within a term of employment, such expiration shall not have the effect to stop the school, or stop the teacher's pay. * * *

SEC. a. The school trustees of incorporated towns and cities, shall have power to employ a superintendent for their schools, whose salary shall be paid from the special school revenue, and to prescribe his duties and to direct in the discharge of the same.

COMMENTS.

1. *Employment and Dismissal in Cities and Towns.*—In general, the school trustees of cities and towns perform the same duties in relation to schools as school trustees in townships. See previous chapter. They are more independent, however, as they can not be restricted in their action in regard to the selection and dismissal of teachers, as the law does not provide for school meetings in cities and towns. The school trustees of cities and towns are governed, however, by the provisions of section 28, quoted above. They can not employ a person to teach unless such person is regularly licensed. They must not permit such a person to teach in their schools, and when the license of a teacher is revoked by the county superintendent, the trustees must dismiss such teacher from their employment.

2. *City and Town Superintendents.*—School trustees of cities and towns are authorized to employ a superintendent, and when one is employed he must be paid out of the special revenue. In some cases the trustees desire to employ a person to superintend a part of the time and to teach a part of the time. In such a case the person employed can be paid for the services he renders as superintendent out of the special revenue, and for the service he renders as teacher out of the state's tuition revenue. If he is paid anything from the latter fund he must possess a valid license. When city trustees employ a superintendent their schools may, on application of the city trustees, be exempt from the general supervision of the county superintendent. (See section 39.) The law does not state to whom the application is to be made, but it will be sufficient in law if the city trustees make a record of their wish to be exempted from such supervision and serve a notice of the fact upon the county superintendent. This exemption does not relieve the city and town trustees from the obligation to make statistical and financial reports to the county superintendent.

3. *An Important Supreme Court Decision.*—There are no specific provisions of law authorizing school trustees of cities and towns to act; they may, however, act under the rule of common law and dismiss teachers for violating their contract. In such case, the teacher can not take an appeal to the county superintendent. He may, however, appeal to the courts. I append an extract from a Supreme Court decision which bears upon the point:

“This leads to the inquiry whether any authority is conferred upon the board of school trustees of an incorporated town or city, to hear and determine charges against teachers, and to discharge them. The only statutory provision bearing upon this question, so far as we are advised, is to be found in the latter part of section 28 of the school law of 1865. (3 Ind. Stat. 449.) It provides that ‘the said trustee shall not employ any teacher whom a majority of those entitled to vote at school meetings have decided, at any regular school meeting, they do not wish employed; and at any time after the commencement of any school, if a majority of such voters petition such trustee that they wish the teacher thereof dismissed, such trustee shall dismiss such teacher, but only upon due notice, and upon good cause shown,’ etc.

“It is contended by counsel for appellee, that the provision above quoted is applicable to incorporated towns and cities, and, therefore,

that the school trustees therein can not dismiss a teacher, except upon the petition of a majority of the voters. On the other hand, the counsel for the appellant claims, as we understand his brief, that the provision has no application to incorporated towns and cities. We are of the opinion that the latter is the correct view of this question. The statute, in using the words 'such voters,' refers to persons entitled to vote at school meetings. School meetings are not held in towns and cities. It will be seen by an examination of the act of 1865, that when the enumeration of the children was taken under that act, the parents, guardians, etc., were to be inquired of as to the school to which they were desirous of being attached; and upon the selections having been made, the persons selecting any given school were to be regarded as constituting the school district of the school selected. But such inquiries were not to be made in cities and incorporated towns. The persons listed as parents, etc., in any town or city, constituted but a single district. (Sec. 14.) It seems that while outside of towns and cities the inhabitants had the privilege of selecting the school to which they would become attached, and thus the district, of which they would form a part, no such privilege was conferred upon the inhabitants of incorporated towns and cities. In cities, and in many towns, while they each constitute but one district, many school houses are necessary. These are usually established in different parts of the cities and towns for the convenience of the inhabitants.

"There is no provision in the law, that we are aware of, authorizing parents or guardians to determine to which one of the schools they will send their children in towns and cities. These matters are managed, we believe, by the trustees exclusively, in towns and cities, who, doubtless, to some extent, consult the wishes of the inhabitants, having in view the grade of the school which it is proper that any given pupil should attend, the convenience of parents and the surrounding circumstances. 'Voters,' as defined by sections 14, 15, and 16 of the act, are such persons as have become a part of a given school district. Then it is provided by section 25, that 'the voters, as defined by sections 14, 15, and 16 of this act, shall meet annually on the first Saturday in October, and elect one of their number director of such school, who shall, before entering upon duty, take an oath faithfully to discharge the same.' The duties of the director are defined principally by sections 29, 30 and 31 of the act. Amongst other things, he may exclude any refractory pupil from school. By section 32, an appeal lies from his decision in excluding a pupil, to the township trustee. By section 26 it is provided, that 'the voters at school meetings, as provided in sections 14, 15 and 16 of this act, may hold other school meetings at any time, upon a call of the director, or any five of such voters. Such school meetings have power, among other things, to designate their teacher.'

"Keeping in view these various provisions, and others contained in the act not necessary to be particularly noted, it is evident that it was not the intention of the Legislature that the provision quoted from section 28 should have any application to incorporated towns and cities, in which there are no 'voters' in the sense in which the word is used in the statute, and in which the machinery of school meetings and school directors are unprovided for and unknown. Outside of towns and cities, where school meetings are provided for, and where such meetings have power to designate their teacher, it is quite reasonable that the voters at such meetings should have a voice.

in the question of the dismissal of such teachers. It would be impracticable to carry out the provision in incorporated towns and cities, where there are many schools, and where the patrons of each would know little or nothing of the character or qualifications of the teachers in the others. The patrons of any given school, in an incorporated town or city, do not, as outside thereof, constitute a school district. The entire town or city constitutes the district, however many different schools may be established. If the provision in question were to be held applicable to towns and cities, a majority of all the voters in the town or city would be necessary to meet the requirements of the provision. This, in very many cases, would be utterly impracticable. Besides this, it would be an unjustifiable interference on the part of the patrons of one school to petition for the dismissal of a teacher in a school which they do not patronize. We are quite well satisfied that the provision in question has no application to cities and incorporated towns; and this view of the law is in harmony with that taken and acted upon by the department of public instruction.

"But one portion of the provision is no more applicable to cities and towns than another. If the provision on the subject of the petition of the voters is not applicable to cities and towns, neither is that authorizing the trustees to dismiss teachers, for they are both inseparably blended together.

"It results that there is no statutory provision requiring or authorizing trustees in cities and incorporated towns to dismiss teachers at all.

"By section 164 of the act, it is provided, that appeals from the decision of the trustees shall lie to the school examiners, 'and their decisions of all local questions relating to the legality of school meetings, establishment of schools, and the location, building, repair, or removal of school houses, or transfers of persons for school purposes, and designation and dismissal of teachers shall be final.'

"This section, so far as it provides for an appeal from the action of the trustees to the examiners, in dismissing teachers, can not be construed to apply to incorporated towns and cities, because, as we have seen, in such towns and cities the trustees are not empowered by the statute to dismiss teachers at all. The right of appeal here provided for was intended to be commensurate, and only commensurate so far as it relates to the dismissal of teachers, with the power of dismissal vested by the act in the trustees.

"The correctness of the action of the trustees, then, in the dismissal of the appellee, must be tested by the general principles of the law applicable to the case. It does not follow that, because the school trustees in incorporated towns and cities are not authorized by statutes to dismiss teachers, they have no power or authority to do so, when there is any valid reason for such dismissal. The relation of teacher and pupil is one of the utmost importance to the well-being of that generation which is soon to take the place of the present in the active duties of life; and too much care and discrimination can not well be taken in the selection of those who, as teachers in our common schools, are, in a great degree, to mould the moral and intellectual qualities of those whose rudimentary culture is placed under their charge. A teacher, doubtless, like a lawyer, surgeon, or physician, when he undertakes an employment, impliedly agrees that he will bestow upon the service a reasonable degree of learning,

skill and care. When he accepts an employment as teacher in any given school, he agrees, by implication, that he has the learning necessary to enable him to teach the branches that are to be taught therein, as well as that he has the capacity, in a reasonable degree, of imparting that learning to others. He agrees, also, that he will exercise a reasonable degree of care and diligence in the advancement of his pupils in their studies, in preserving harmony, order and discipline in the school; and that he will himself conform, as near as may be, to such reasonable rules and regulations as may be established by competent authority for the government of the school. He also agrees, as we think, by a necessary implication, that while he continues in such employment, his moral conduct shall be in all respects exemplary and beyond just reproach.

"Now, if a teacher, although he has been employed for a definite length of time, proves to be incompetent, and unable to teach the branches of instruction he has been employed to teach, either from a lack of learning, or from ~~an~~ ^{an} ~~lack~~ ^{lack} of capacity to impart his learning to others; or if, in any other respect, he fails to perform the obligations resting upon him as such teacher, whether arising from the express terms of his contract or by necessary implication, he has broken the agreement on his part, and the trustees are clearly authorized to dismiss him from such employment.

"On the other hand, where a teacher has been employed for a definite length of time, and has in all respects fulfilled the contract on his part, and discharged all the obligations resting upon him as such teacher, he can not be legally discharged from employment, without his consent, until the expiration of the term of his employment."—42 Ind. 206-210.

XVIII.

THE LAW OF APPEAL.

THE LAW.

SECTION 32. The decision of the director, in excluding a pupil, shall be subject to appeal to the township trustee, whose decision shall be final.

SEC. 164. Appeals shall be allowed from decisions of the trustees relative to school matters, to the school examiners (county superintendents), who shall receive and promptly determine the same according to the rules which govern appeals from justices of the peace to Common Pleas or Circuit Courts, so far as such rules are applicable, and their decisions of all local questions relating to the legality of school meetings, establishment of schools, and the location, building, repair or removal of school houses, or transfers of persons for school purposes, and designation and dismissal of teachers, shall be final.

SEC. 26. The voters at school meetings may hold other school meetings at any time, upon the call of the director or any five voters. Five days notice shall be given of such meeting, by posting notices in five public places in the vicinity; but no meeting shall be illegal for want of such notice in the absence of fraud; and the legality of such proceedings, if called in question, shall be determined by the trustee of the township, subject to an appeal to the county superintendent, whose decision shall be final.

SEC. 144. Process in such suits against a school township, town or city, shall be by summons executed by leaving a copy thereof with the trustee of such township, town or city, ten days before the return day thereof; and in case of an appeal, similar notice of the time of hearing thereof shall be given.

SEC. 146. Any person who shall sue for or on account of any decision, act, refusal, or neglect of duty, of the township trustee, for which he might have had an appeal, according to the provisions of the preceding section, shall not recover costs.*

SEC. 165. Appeals shall be allowed from the decisions of the school examiner [county superintendent] to the superintendent of public instruction, on all matters not otherwise provided for in the next preceding section, and the rules that govern appeals from justices of the peace to the Common Pleas or Circuit Courts as to the time of taking an appeal, giving bond, etc., shall be applicable in appeals from the school examiner [county superintendent] to the superintendent of public instruction.

SEC. 39. * * * In all controversies of a general nature arising under the school law, the opinion of the county superintendent shall first be sought, whence an appeal may be taken to the state superintendent on a written statement of facts, certified to by the county superintendent: *Provided*, That nothing in this act shall be so construed as to change or abridge the jurisdiction of any court in cases arising under the school laws of the state, and the right of any person to bring suit in any court in any case arising under the school laws, shall not be abridged by the provisions of this act. * * *

COMMENTS.

1. *All School Questions subject to Appeal to the Courts.*—Any question or proceeding arising under the school law may be taken into the civil courts, and any act of a school officer is subject to review by a civil tribunal. Although the law provides that in certain cases the decisions of school officers shall be final, courts may be appealed to to compel action or to restrain action, or to reverse illegal proceedings. In all cases in which school officers have final jurisdiction, the courts would not enter upon the merits of the question, but would inquire into the legality of the proceedings by which the decision was reached. In other words, in all cases in which school officers have final jurisdiction, they can be compelled to act in accordance with the law, and the courts can be appealed to to enforce such action. In all such cases the courts can also be appealed to to enforce the legal decisions of school officers.

2. *Excluded Pupils may Appeal to Trustee.*—Section 31 of the school law authorizes directors to exclude any refractory pupil from the school of his district when necessary. When such a step is taken the parent or guardian of the pupil so excluded, or the pupil himself may appeal to the trustee and ask to be reinstated. No formal documents are necessary, and the trustee has the right to make an investigation upon a verbal statement or request by the party aggrieved. No formal trial need be resorted to unless the case should be of more than usual importance. If, after investigating all the facts by interviewing the director, the teacher, and possibly the pupil, the trustee thinks the refractory pupil ought to be restored, or that he ought to be kept out of school, he should make a record of the facts in the case and of his decision thereon, and give orders accordingly.

* The term "previous section" in section 146, evidently refers to section 164, and not to section 145.

3. *Trustee must Notify Interested Parties of Decisions.*—When a trustee has decided to perform an act subject to appeal to the county superintendent, and has made a record of his decision, he should not conceal the fact, but should give the people interested such information as they may call for in order to afford them an opportunity to avail themselves of their privilege to appeal if they desire to do so.

4. *Time for Taking an Appeal.*—When a trustee receives a written notice from an aggrieved party that he appeals from his decision, the trustee should immediately make a record of the same. He should, as soon as practicable, make a transcript of his record, which, with all papers in the case, should be certified and filed with the county superintendent.

It is a rule that an appeal from the judgment of a justice of the peace to the Common Pleas or Circuit Court must be taken within thirty days.

It is also a rule that an appeal may be granted by the officer from whom the appeal is taken after the expiration of the thirty days when the party seeking an appeal has been prevented from taking the same by circumstances not under his control. This rule is applicable in appeals from trustees to county superintendents, and from the decisions of the county superintendent to the state superintendent.

An applicant for license, who desires to take an appeal, should be allowed thirty days from the time he receives the notice of the county superintendent's decision, and should not be limited to thirty days from the day on which the examination was held.

No bond is necessary in an appeal from a trustee to the county superintendent.

When an appeal is taken from a decision of a trustee to the county superintendent, the former must within twenty days file a certified transcript of his proceedings, with all papers in the case, with the county superintendent.

5. *County Superintendents may Decide certain Cases without Trial.*—When the county superintendent receives the documents from the trustee, if the case is of such a nature that he can determine the matter upon the inspection of the documents, he should as soon as practicable render a judgment thereon sustaining the trustee's decision or reversing it. He should make a record of the facts in the case and notify both the trustee and the appellant of his action.

6. *The County Superintendent may hear Additional Testimony.*—In most cases it will be necessary to permit the appellant to present his case by testimony and argument. If this is the fact the county superintendent should set a day for the trial of the cause and notify the appellant and the trustee to be present, with such evidence as they may wish to present. If witnesses are offered they should be sworn, unless the statements offered are agreed to by both parties.

The day set for the trial of the appeal should not be earlier than ten days from the date of the receipt of notice of the appeal by the superintendent, unless both parties signify their readiness to appear at an earlier day. The superintendent should issue a summons to the appellant and to the trustee notifying them to appear on the day set for the trial. This summons should distinctly state the particular act or acts of the trustee from which an appeal is taken.

7. *Witnesses may be Summoned.*—A county superintendent may issue a summons to a witness at the request of either party to the appeal. And while the county superintendent has no power to compel witnesses to attend a trial or testify, it is as much the duty of persons so summoned to attend and testify as it would be if the county superintendent had the right to issue a writ of attachment.

EDITORIAL.

Happy New Year.

Compared with other educational papers THE INDIANA SCHOOL JOURNAL is old—very old—there being but two older in the United States. But when we remember that not years but the spirit determines the real age the Journal is young. Some persons are older at twenty, than others are at forty. Some teachers are old fogies, done growing and on the decline at twenty-five; others are full of life, and vigor, and energy, and still growing at fifty. When Longfellow was asked to explain why his poetry, written when he was 70 years old, was as buoyant and hopeful as that which he wrote in his youth, he explained by referring to an old pear tree that still continued to bear juicy, luscious fruit. The tree was able to do this, he said, because it had *grown a little every year*. He has never stopped growing, and so has lived in perfect, real youth so far as his spirit is concerned—and the spirit is the real person.

The Journal flatters itself that it continues to grow, not only in size and circulation, but in the quality of fruit it bears. Vol. XXV, just closed, contained more pages than any previous volume, having averaged, exclusive of advertising, 56 pages to each number. The volume for 1880 closed with a larger circulation than any previous volume ever reached.

It enters upon Vol. XXVI full of enthusiasm, full of hope, feeling that its past experience will enable it to do better work than ever before. It desires to express its hearty thanks for the sympathy and support of its many friends, and promises to continue true to their highest interests—which are the interests of the schools—without regard to party, sect, class, or location, so far as in it lies.

The Journal wishes to all its readers a HAPPY NEW YEAR, trusting that they will all continue to grow and live to enjoy “a *green* old age.”

Any person who will return either the July or September, 1880, number of the Journal, will have the time of his subscription extended one month for each, and greatly oblige the editor. A few July numbers are especially desired to complete files.

READING AND ELOCUTION.

The Journal takes special pleasure in calling attention to the article on reading, on another page, by Prof. Carhart, of the State Normal School. It has for years been advocating the importance of *thought* reading, and insisting that all oral reading, that deserved the name of reading, involved the comprehension and expression of thought. It has urged that the principal object in learning to read is to *gain* information and not to *impart* it, and that the principal part of the time and strength of both teacher and pupil should be devoted to giving the child power to comprehend what it reads.

The Journal has further insisted that in teaching oral reading, the first thing to be sought after the comprehension of the piece, is its simple and easy expression. Simple, plain reading stands before elocution, as ordinarily practiced and understood, in both time and importance. Every child should be taught to read well, but, were it possible, it is not desirable that many should become professional elocutionists.

Most elocutionists, when giving instruction to teachers' institutes, spend most of their time in talking about and illustrating, gesticulation, facial expression, high pitch, low pitch, explosive, effusive, orotund, guttural, etc., etc., and the teachers are amused and entertained, but are but little helped in the way of teaching reading in their schools. More than once has the Journal known an elocutionist to spend an entire week with teachers, using two hours a day on the above and kindred subjects, and not spend ten minutes in teaching them how to conduct a class in ordinary reading. A single lesson on how to skillfully conduct a class in the Second Reader would have been more helpful to the teachers than the entire week's instruction.

Elocution is entirely right and has its place in a system of education, but as it is usually understood and practiced, that place is not in the common schools.

There are exceptions to the above indicated style of elocutionary teachers, and they are increasing yearly.

Prof. Carhart comprehends the true relation of silent reading to oral reading, and of reading to elocution, and his article in this Journal, and those articles that are to follow will repay careful reading and careful study.

ANSWERS TO STATE BOARD QUESTIONS— EXPLANATION.

Mr. Editor:—I regret very much that you have determined to cease publishing answers to examination questions, as I think this was one of the good features of your journal. Many young teachers, who have not the means to enable them to attend a normal school or a college, and, in many instances, not even sufficient means to supply themselves with the necessary books, feel that these questions and answers are of vital importance to them in their efforts to qualify themselves for teaching. I am an old teacher, yet I feel that these answers are of great value to me, of very much more value, in my every day school work, than many other articles which appear in every number. I know young persons (who are struggling hard to prepare themselves

for teaching, because they feel that they would love the work, who can not afford to pay the subscription price of the Journal,) who get the reading of the Journal from friends, that they may have the benefit of those answers. I sincerely hope you will continue their publication.

Yours truly,

J. R. B.

The above is a sample of a large number of letters received and statements made, since it was announced that the State Board proposed to omit answers to a part of the questions. I think that the opposition to a change comes from a misunderstanding. It is not the purpose to omit the answer to any question that is at all difficult, or the answer to what can not be readily found by reference to any text-book on the subject. It is necessary in preparing questions to make a number of them comparatively easy. Such questions as these are asked: Write the first ten capital letters? How many letters contain the loop or 4th principle? What sounds has the letter o; illustrate by words? Define factor, common fraction, a mixed number. Define a parallelogram, a diameter. Divide $\frac{3}{8}$ by $\frac{5}{8}$. Find the interest on \$875.50 for 2 years, 3 months and 13 days. Define custom, tare, specific duty. What are zones in geography? Name and locate the capital of England. Which is the largest New England state; which the smallest? Name the Middle States. Locate capes Lookout, Fear, Mendocino, Flattery, and Horn. Tell the story of John Brown at Harper's Ferry, 1859. Conjugate the verb *lose*, in the present, potential, passive. Decline *she*. Give a brief sketch of Pocahontas. Who was John C. Calhoun? What lead to the Mexican war? Tell the story of the battle of Lexington. Why were the aboriginies called Indians? How many voyages did Columbus make? Describe a ball-and-socket joint. Name and locate the four classes of teeth. Give two uses of the muscles. What is a ligament? &c., &c.

It is evident that to give answers to these and similar questions is a waste of time, and consumes space in the Journal that can be used to far better advantage to its readers. A teacher does not care to read in the Journal that which he already knows or can find in any appropriate text-book.

About as much space will be occupied with answers as heretofore, but instead of dividing it equally among difficult and simple questions, answers to easy questions will be very brief or omitted entirely, and answers to the difficult will be given more fully, and more methods and suggestions will be given.

The members of the State Board and the Editor agree in believing that the above change will be not only beneficial but popular, when it is understood. After a fair trial, if it does not meet with the hearty approval of the majority of the readers of the Journal, it will be an easy matter to return to the old plan.

BIENNIAL REPORT OF THE STATE SUPERINTENDENT.

In last month's Journal the forthcoming Report of State Superintendent Smart was noticed, and an outline of what was said under the head of "The Ideal School System," "Defects in the Indiana System," and "Various

Statistical Tables," was given. The report is now all in type, and we regard it a most valuable document—one of the best of the kind that has ever come to our notice. Perhaps the most valuable part of this report is what is said under the head of

BOOKS AND READING FOR THE YOUNG.

An idea of what is said under this head can be gained by reading the following sub-heads: (1) Introduction; (2) On bad literature; (3) Public libraries; (4) What can be done by the teacher; (5) The responsibility of parents; (6) The use of reference books; (7) History clubs and reading circles; (8) How to read, what to read; (9) Books and reading; (10) Oral lessons in history.

What shall the children read? is one of the great and constant questions for parents and teachers. What a child reads is a large element in the formation of his character. Mr. Smart has made many valuable suggestions in regard to this *very* important subject, and has employed the thoughts of others who have given this matter study. He has secured essays on the subjects named above, numbered 6, 7, 8, 9, and 10, by persons well qualified to treat the subject in hand. Four persons, familiar with books for the young, have each given a list of one hundred books as good for boys and girls to read; and these lists are printed.

The eighty-seven pages of the Report, devoted to "Books and Reading for the Young," has been bound separately, and ought to be read by every teacher, and preacher, and parent in the state. We know of no other source of so much valuable information on this vital question.

TOWNSHIP INSTITUTES.

The work done in township institutes ought to result in great good to teachers and schools. From courses laid down in several of the counties we select the following topics for the benefit of such townships as have no course marked out. Certainly good will come of a careful discussion of any of the subjects named.

1. What plan should we adopt in establishing a district library?
2. What books are most suitable for such a library?
3. To what extent should a teacher prepare for recitations?
4. How can we make Friday P. M. exercises most profitable?
5. To what extent should a teacher assist his pupils? How?
6. A practical drill on how to teach diacritical marks.
7. The *pros* and *cons* of the topical and question methods of hearing recitations.
8. Best method of conducting general exercises in school.
9. Directions to pupils for preparing a reading lesson.
10. Five minutes for each teacher to tell something he has read.
11. A lesson on the use of the globe.
12. Ventilation—its importance.

13. Each teacher read a stanza or paragraph, and reproduce the same in his own language.
14. Essay—Life of some American author.
15. Diplomas to pupils completing course of study.
16. How to start a class in common fractions.
17. Proper incentives to study.
18. How to secure promptness and regularity in attendance.
19. How to economize time in the school.
20. The value of select readings to the school and by the school.

Of course how to teach the several legal branches will be considered in all townships without suggestion.

NATIONAL IGNORANCE.

Senator Hoar's Education Bill has passed the senate by a vote of 41 to 6. It provides that all the proceeds from public lands shall form a permanent fund, the interest of which shall be distributed among the states, for educational purposes, in proportion to the illiteracy of the states, as shown by the census. On this basis, the state that is the most ignorant and willing to remain so, will receive the largest benefits from this fund. In considering this measure politics were ignored as showing the fact that, although the benefits will go largely to the South, not a republican voted against it. The large majority in the Senate would seem to indicate that there would be but little opposition in the House.

"CHOICE THOUGHTS."

It is by what we ourselves have done, and not what others have done for us, that we shall be remembered.—*Francis Wayland.*

Be careful that you do not commend yourselves. It is a sign that your reputation is small and sinking if your own tongue must praise you; and it is fulsome and displeasing to others to hear such commendations. Speak well of the absent whenever you have suitable opportunity. Never speak ill of them or anybody, unless you are sure they deserve it, and unless it is necessary for their amendment or for the safety and benefit of others.—*Sir Matthew Hale.*

If you would not be forgotten as soon as you are dead, either write things worth reading or do things worth writing.—*Benjamin Franklin.*

Flower in the crannied wall,
 I pluck you out of the crannies:—
 Hold you here, root and all, in my hand,
 Little flower—but if I could understand
 What you are, root and all, and all in all,
 I should know what God and man is.

[*Tennyson.*

This above all,—to thine own self be true;
And it must follow, as the night the day,
Thou canst not then be false to any man. [Shakespeare.

A GOOD NAME.

Children, choose it,
Don't refuse it;
'Tis a precious diadem;
Highly prize it,
Don't despise it;
You will need it when you're men.

Love and cherish,
Keep and nourish;
'Tis more precious far than gold;
Watch and guard it,
Don't discard it;
You will need it when you're old.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION
FOR NOVEMBER, 1880.

WRITING.—1. What is the usual proportion between the height of small and capital letters? 10

2. Name the capital letters in the order in which you would introduce them for analysis. 10

3. Write the ten digits as you would teach your pupils to make them. 10

4. At what age or in what grade would you introduce the use of pen and ink? Why? 2 pts., 5 each

5. Explain the construction of the small *h*. 10

Write this sentence as a specimen of your penmanship:—

"For of all sad words of tongue or pen,
The saddest are these: 'It might have been.'" 1 to 50

SPELLING.—1. Mention six different letters and combinations of letters that may be used to represent the long sound of *e*. Write a word illustrating each. 10

2. In the preparation of a spelling lesson and in the recitation what attention should be given to the spelling of words that are not liable to be missed by any member of the class? 10

3. Indicate the sounds in the following words by the use of diacritical marks: . *Police, sacrifice, George, extraordinary, heifer.* 10

4. Spell 20 words pronounced by the examiner. 20

- READING.—1. Describe the phonic method of teaching reading. 10
2. What is the purpose the teacher should have in teaching advanced reading as distinguished from his purpose in teaching primary reading? 10
3. Write a series of questions that would aid the pupil in a mastery of the thought of the following selection:— 10

"The stag at eve had drunk his fill,
Where danced the moon on Monan's rill,
And deep his midnight lair had made
In lone Glenartney's hazel shade;
But when the sun his beacon red
Had kindled in Ben Voirlich's head,
The deep-mouthed bloodhound's heavy bay
Resounded up the rocky way,
And faint, from farther distance borne,
Were heard the charging hoof and horn."

4. Why is this selection called poetry? 10
5. What kind of grammatical modifier is the second line? The fourth line? What does each modify? 10
6. The candidate should read a selection, upon which he may be graded from 1 to 50.

ARITHMETIC.—1. If the dividend and the divisor be concrete, what will the quotient be? Why? 2 pts., 5 each.

2. When it is 5 A. M. in Paris ($2^{\circ} 20'$ E. Long.), what is the time in New York ($77^{\circ} 15'$ W. Long.)? Proc. 5; ans. 5.
3. A grocer bought $23\frac{3}{4}$ lb. of sugar at $12\frac{1}{2}$ cents per lb. If he had bought it for $4\frac{1}{4}$ cents per lb. less, how many more pounds would he have received for the same money? Proc. 5; ans. 5.
4. At 2 cents per centare, what is the value of 5 hectares of land? Proc. 5; ans. 5.
5. If 10 men can cut 46 cords of wood in 8 days, working 8 hours a day, how many cords can 36 men cut in 24 days, working 9 hours a day? By analysis. Anal. 5; ans. 5.
6. B sold a span of horses to C and lost $17\frac{1}{2}$ per cent; C sold them to D for \$550, and lost $16\frac{2}{3}$ per cent. What did the horses cost B? Proc. 5; ans. 5.
7. Find the interest on \$327.45 for 1 yr. 1 mo. 1 da. at 9 per cent. per annum. Proc. 5; ans. 5.
8. What is meant by each of the following expressions?

(a) $\sqrt{64}$; (b) $8\frac{2}{3}$; (c) $\sqrt[3]{64}$; (d) $\sqrt{\sqrt{66}}$; (e) $(\sqrt{64})^{\frac{1}{3}}$.

9. What will be the cost of a triangular pyramid of marble, whose altitude is 9 ft. and each side of the base 3 ft., at \$2.50 per cubic foot? Proc. 5; ans. 5.
10. Would you require pupils to commit and repeat the words of a rule in arithmetic before they understand the process involved? Give a reason for your statement. 5, 5.

GRAMMAR.—1. Correct: In our happiest hours, there is often some sad remembrance comes darkly over the heart. Parse *there*. 2 pts., 5 each.

2. Punctuate: There is perhaps no surer mark of folly than to attempt to correct the natural infirmities of those we love. 10

3. That the earth is round has been proved. Parse *that* and *proved*. 2 pts., 5 each.

4. Analyze the above sentence. 10

5. Conjugate the verb *lose* in the participial forms. 10

6. Decline *thou*. 10

7. Write a sentence in which the predicate contains an infinitive mood depending on an adverb. 10

8. Death erects his batteries right over against our homes. Parse *death* and *right*. 2 pts., 5 each.

9. Man desires not only to be rich but to be famous. Parse *only* and *famous*. 2 pts., 5 each.

10. Correct: The Society hold their meetings on Fridays. 10

GEOGRAPHY.—1. If, with the present inclination of the earth's axis, the great mass of land were south of the equator as far as it is now north, what would be the condition of its inhabitants? 10

2. What is Greenland supposed to be? Why can not this be accurately determined? 2 pts., 5 each.

3. Name five chief food plants grown in the temperate parts of North America. 5 pts., 2 each.

4. Upon what two conditions does the character of vegetation chiefly depend? 2 pts., 5 each.

5. In what does political geography differ from physical geography? 2 pts., 5 each.

6. Name the largest three cities of Indiana in the order of their relative size. Locate them. 6 pts., 2 off for each one.

7. A foreign vessel reaches New York laden with rice, tea, cotton, silk, and porcelain ware; from what country did it probably come? Why? 2 pts., 5 each.

8. Which of the great powers of Europe has the greatest extent of sea-coast as compared with its territory? Which has the least? 2 pts., 5 each.

9. Which country of Asia is most nearly separated from the neighboring territory by mountain ranges? 10

10.

Country.	N. Bound.	E. Bound.	S. Bound.	W. Bound.	Capital.
Peru.					
Spain.					

10 pts., 1 each

HISTORY.—1. What class of topics in history is most important? 10

2. What was the character and issue of the Seminole war, 1835? 10

3. What was the first telegram sent in the U. S., 1844? 10

4. To what important event did the annexation of Texas lead? 10

5. What two states were admitted into the Union in President Polk's administration? 2 pts., 5 each.
6. (a) What led to the settlement of California? (b) In what year? a, 7; b, 3.
7. Name three important events in Pierce's administration. 3 off each one.
8. (a) Who were candidates for President in 1860? (b) What parties did they represent? a, 5; b, 5.
9. (a) What was the Emancipation Proclamation? When was it issued? a, 7; b, 3.
10. (b) What is the use and value of historical charts in teaching history?

NOTE.—Narratives and descriptions are not to exceed six lines.

PHYSIOLOGY.—1. Name two advantages resulting from the peculiar form of the spinal column. 2 pts., 5 each.

2. How can you prove that the bones are continually undergoing change and growth?

3. What are the objections to violent exercise? Why can children bear violent exercise better than adults? 2 pts., 5 each.

4. Which is the more invigorating, sea-bathing or fresh-water-bathing? Why? 2 pts., 5 each.

5. What two common articles of diet together constitute the most perfect and healthy food? Why? 2 pts., 5 each.

6. Upon what elements of the food does the saliva act? How does it affect them? 2 pts., 5 each.

7. Why are the arteries deep-seated, while the veins are so generally superficial? 10

8. As carbonic acid is heavier than air, why does it not collect in such quantities near the ground as to destroy animal life? 10

9. What rules would you give as to the care and preservation of the teeth? What as to the use of dentifrices? 2 pts., 5 each.

10. Why does a clot of blood on one side of the brain produce paralysis on the opposite side of the body? 10

THEORY AND PRACTICE.—Write a page or more on the advantages of incidental oral instruction on such common phenomena as rain, dew, clouds, fog, snow, hail, the draught of chimneys, the rising of bread, etc.

NOTE.—The paper written by the applicant should be marked on a scale of 1 to 100. The number, value and correctness of the statements made should be considered.

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED IN DECEMBER—BY THE MEMBERS OF STATE BOARD.

ARITHMETIC.

1. (a) $4 \text{ ft.} \times 4 \text{ ft.} = 16 \text{ sq. ft.}$; (b) $4 \text{ bu.} \times 4 = 16 \text{ pk.}$; (c) $\$400 \times 4 \text{ cents} = \16 ; and (d) $4 \text{ bbl.} \times \$4 = \16 .

The above answers are incorrect. The problems (a), (b) and (c) are im-

possible, because a concrete number can not be multiplied by a concrete number; (b) is incorrect, because 4 times 4 bu. is not 16 pk. but is 16 bu.

2. $\begin{array}{r|l} 805 & 2 \\ 469 & 1 \\ 336 & 1 \\ 266 & 2 \\ 70 & 1 \\ 63 & 1 \\ \hline 7 & 9 \end{array}$ $\begin{array}{r} 2079 \\ 1610 \\ \hline 469 \\ 336 \\ \hline 133 \\ 70 \\ \hline 63 \\ \hline 63 \end{array}$ \therefore G. C. D. of 895 and 2079 is 7.

$$\frac{3 \times 3 \times 5 \times 7 \times 2 \times 2 \times 2}{7} = 360 \text{ ans.}$$

3.

term; and n = the number of terms.

Let 3, 5, 7, 9, 11, 13 be a series.

Then $S = 3 + 5 + 7 + 9 + 11 + 13$, an increasing series.

Or, $S = 13 + 11 + 9 + 7 + 5 + 3$, the series reversed.

Hence $2S = 16 + 16 + 16 + 16 + 16 + 16$, the sum of the successive terms.

The number of 16's above is the same as the number of terms, hence the sum of the terms is 6 times 16, or 96 times 16.

$$\therefore 2S = 16 \times 6, \text{ or } 16 \times n.$$

But it will be observed that 16 is the sum of the first term 3, or a ; and 13 the last term, or l . By using the numbers or letters instead of 16 we have:

$$2S = (3 + 13) \times 6, \text{ or } 2S = (a + l) \times n.$$

$$\therefore S = (3 + 13) \times \frac{6}{2}, \text{ or } S = (a + l) \times \frac{n}{2}.$$

Since a and l are the extremes of a series, and n is the number of terms, it follows that:

The sum of a series is equal to the sum of the extremes multiplied by one-half the number of terms.

GEOGRAPHY.—1. Volcanoes, hot springs, and the increase of temperature as we descend in deep wells and mines, are three evidences.

2. The swift rotation of the earth tends to make it bulge at the equator and "draw in" at the poles, as may be shown by a common experiment in philosophy. About 26 miles.

3. The various streams that percolate through the earth carry small portions of salts in solution which collect in the ocean and remain there, as evaporation only carries off pure watery vapor.

4. The northern part of Alaska.

5. Barbarians use the possessions they receive from nature in the form received. Civilized nations enlarge and improve them by the powers of art, as well as add to them the advantages of morality and knowledge.

6. Fort Wayne, on the St. Mary's and Maumee, is noted for its railway shops and manufactures; Indianapolis, on the White river, as being the Capital of the State, and the largest and finest city in the State; Evansville, on the Ohio, for its extensive southern trade and river commerce.

7. They equalize and modify the climate throughout the year, as shown by the success in raising many delicate and tender fruits, that can not be successfully raised further south.

8. On the east side. The chief mountain range is too near the western coast to permit the streams to unite to form a large river.

9. A large part of it lies below the sea level. It is protected from overflow by immense dykes, in which canals are often dug, and on which the railways are built.

10.

6	5	4	3	2	1
7	8	9	10	11	12
$\frac{1}{8}$	17	16	15	14	13
*					
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

PHYSIOLOGY.—1. They give permanence of form to the body, furnish the necessary points of attachment for the muscles, and by their peculiar arrangement afford cavities for the protection of the vital organs.

2. The blood, which is poured out around the broken ends of the bone, is gradually absorbed, and replaced by a thin plastic fluid which gradually grows firm, and into which the mineral elements of bone are injected by the blood-vessels, and the bone is gradually repaired.

3. Two sea-baths may be taken daily, and only one fresh-water-bath. Sea bathing is the more invigorating, and least likely to be followed by reaction, while the excitement usual in sea-bathing adds to its advantages.

4. Albumen is obtained from milk, meats, the cereal grains, the juices of many plants, and from eggs.

5. Fresh killed meats are tough, and they become more tender by being kept awhile, and also more digestible. If kept too long, the tendency to decomposition renders them liable to produce fevers and diseases connected with blood-poisoning.

6. Because they indicate a congested state of the organs of digestion and an absence of the digestive fluids. Under these circumstances food is not digested, but becomes a burden and detriment to the stomach.

7. The oxygen of the air was exhausted, the air became surcharged with carbonic acid and therefore poisonous, and it becomes filled with watery vapor from the lungs, highly charged with particles of wasted tissue which added to its poisonous character.

8. That they may be more thoroughly protected from external injury, and also that the nervous energy may be furnished to the organs the more directly.

9. It is very sensibly impaired.

10. They have the effect of hardening the ear-wax in the follicles of the ear, are apt to excite local inflammation in the mucous membrane, which readily extends to the inner ear and brain, and frequently obtund the sense of hearing.

HISTORY.—1. Lord Bacon (in the fiftieth of his Essays) says that "Histories make men wise." Goldwin Smith (in his Lectures on the Study of History) says that "the end and the key of history is the formation of character by effort;" and also that "the progress of the intellect" alone is *not* "the essential part of history." He includes the aesthetic and moral progress of man among the essentials of history. Let the teacher or some of his pupils develop these thoughts in an essay on the "Uses of History."

2. Fort Sumter (not Sumpter), South Carolina, was the scene of the first actual conflict of arms in the civil war. South Carolina adopted the ordinance of Secession Dec. 20, 1860. Some other states followed, and Jefferson Davis was elected President of the Confederacy, Feb. 8, 1861. South Carolina at once claimed all the national property within her territory. The surrender of Fort Sumter was demanded of Gen. Robt. Anderson and his force of eighty men, by Gen. Beauregard, April 11th. The demand was refused; whereupon Gen. Beauregard opened fire from his batteries, and after a bombardment of two days compelled the surrender of the fort. Gen. Anderson marched out

April 14th, with drums beating and colors flying, using his last powder in saluting the U. S. flag with fifty guns.

4. Dred Scott, between the years 1834 and 1854, was the slave, first of Dr. Emerson and afterward of Mr. John Sanford. He was removed by his first owner to Illinois, and then to the territories north of Missouri, and then again to Missouri. In 1854 he brought suit, in the Missouri courts, for the freedom of himself and his family—a wife and two daughters. The case, upon appeals, was finally argued and adjudged at the December Term of the U. S. Supreme Court, 1856, Roger B. Taney being Chief Justice and delivering the opinion of the Court. The opinions of the Court, and the dissenting opinions of Judges McLean and Curtis, fill 240 pages of Vol. 19 of Howard's Reports. The decision of the Court, through Judge Taney, was that negroes were not citizens, and could not become such, within the meaning of that term as used in the Constitution and laws of the United States. Dred Scott had therefore gained no rights by being taken to free territory, and had no legal standing whatever, whether to sue or be sued, in any state or national court. No court, therefore, had any jurisdiction of such cases, and the Circuit Court of Missouri, in which this case was first instituted, was commanded to dismiss it for want of jurisdiction. Among other things said by Judge Taney, to show that his legal judgment was in harmony with the opinions of those who framed the U. S. Constitution, and of all their contemporaries, was this historic and famous passage: "They [the negro race] had for more than a century been regarded [by the civilized and enlightened portions of the world] as beings of an inferior order, and altogether unfit to associate with the white race, either in social or political relations; and so far inferior that they had no rights which the white man was bound to respect; and that the negro might justly and lawfully be reduced to slavery for his benefit. He was bought and sold, and treated as an ordinary article of merchandise and traffic, whenever a profit could be made by it. This opinion was at that time fixed and universal in the civilized portion of the white race. It was regarded as an axiom in morals as well as in politics, which no one thought of disputing, or supposed to be open to dispute."—(See Howard's Reports, Vol. 19, page 407.) This universal conviction, Judge Taney goes on to argue, was confirmed and embodied in the Declaration of Independence and the U. S. Constitution.

6. The "Know Nothing" or "American" party, in 1856, was organized to oppose all foreign influence in national politics, especially all Roman Catholic influence. It carried one state (Maryland) in the Presidential election of that year, with Mr. Fillmore as candidate, and held the balance of power for one term in the Massachusetts Legislature. This Legislature passed a law requiring all railroad trains to come to a full stop before crossing the track of another railroad; hence such crossings in Massachusetts were called "Know Nothing Stations,"—sole monument of the party.

GRAMMAR.—1. We must respect such as he. *As* is a subordinate conjunction, connecting the clause *he is* to the adjective *such*.

2. Although we seldom follow advice, we are all ready enough to ask it. In a complex sentence an adverbial clause preceding a principal clause should be separated from it by a comma.

3. *Low* is an adjective, modifying *me*, and is also the complement of the verb *mark*. The adjective in this sentence describes the candidate as to his percentages of credit, and also gives the result of the marking. Some might call it an adjective used as a factitive object. It is important that this somewhat difficult construction be carefully studied. *Asked*, with its auxiliaries *will* and *be* is a verb, and has the preceding sentence for its subject; it is therefore third person, singular number.

7. Learning to write sentences meeting prescribed conditions is an excellent practice. In the above sentence *to write* is an infinitive having an object and depending upon a participle.

READING.—1. "To what extent should pupils learn oral reading by imitation?" Pupil should not learn to read by imitation. This is the general rule. "All good elocution must be founded on good thinking. This leads to appreciation—that is, to right feeling; and right thinking and feeling lead to the best vocal expression." Since this is so, pupils should not be taught to read by being required to imitate the tones, inflections and style of the teacher, or of any one else.

This statement needs explanation. 1. It does not mean that the teacher is not to read before the class. He must needs do this frequently; but not that his pupils may imitate him parrot-like. His purpose should be, rather, to assist his pupils thereby to the right thought and feeling. A correct oral expression of the thought will oftentimes enable the pupil to see and to feel what a mere study of the printed sentence will not reveal to him. 2. It should not be understood to forbid the exercise of the power of imitation in learning the elementary sounds and the correct pronunciation of words, and also the different slides and inflections of the voice used in reading. These are a purely physical acquirement, and are gained largely through imitation. But correct pronunciation of words is not reading.

2. "State the reason for requiring every pupil to be able to pronounce every word in the sentence at sight before being called upon to read." Because the child's mind should be engaged with the thought to be expressed; and this is impossible unless the symbols—i e., the words—suggest instantaneously the ideas which they symbolize.

3. "What is the general principle by which we determine where the emphasis shall be placed in reading?" It is difficult to formulate an answer to this question that shall pass without criticism. The following statements, while not covering the entire ground, express truths of general application: 1. All important, distinctive ideas introduced into the composition for the first time are emphatic. 2. Ideas that are unimportant or are well known and understood are unemphatic, unless brought into some new relation. Such as contrast, resemblance, and the like.

Prof. Bailey gives the following as a principle of emphasis: "Having determined the standard force for the unemphatic ideas, give more force (emphasis) to the emphatic ideas, according to their relative importance."

Correction.—The third sentence of the answer to the second question in Reading, published in the December Journal, has no meaning as it was printed.

It should have been as follows: "The teacher's first aim is to cause the same idea or image to be excited in the child's mind when he *sees* the *printed form* of the word, as is excited by the *sound* of the word *when spoken*."

THEORY AND PRACTICE.—The page or more written on "*punishment*" is necessarily more a statement of opinion than a test of one's knowledge of facts. The objects of punishment as stated by the applicant, will indicate his views of methods. He may never have recognized the distinction between natural and artificial methods, and may never have grasped clearly the principles embodied in the natural system. The most that can be expected is that the applicant state well-defined opinions and indicate clearly his practice. A paper should not be marked low because the applicant's views do not coincide with those held by the county superintendent. It should, however, be marked low if it contains no views, or if the statements made are trivial and unimportant. The value of a paper depends on the number and importance of its statements, and their correctness when there is no good ground for difference of opinion.

University Lectures — February, 1881.

WILLIAM T. HARRIS, LL. D., of St. Louis, will deliver a course of six LECTURES ON EDUCATION, before the Indiana University, Bloomington, in February, 1881, as follows:—

1. Thursday, Feb. 10—On the Nature of Education and its Processes.
2. Friday, Feb. 11—Intellectual Education.
3. Monday, Feb. 14—Moral Education.
4. Tuesday, Feb. 15—The Organization and Management of the School.
5. Thursday, Feb. 17—Educational Psychology.
6. Friday, Feb. 18—History of Education, and present Status of Education in Europe.

These Lectures will be in the University Chapel, at 7 ½ o'clock P. M. Each afternoon Dr. Harris will discuss, in a conversational way, the topics named in the Lectures, and other related topics, with those who wish to meet him.

The Lectures and Conversations will be free to the teachers, superintendents, and high school pupils of the state; and it is hoped that there will be at least one representative from every important school in the state. It will be a rare opportunity, and should be widely and wisely used. It will be an accommodation to the President of the University if those who expect to attend will advise him of the fact as soon as practicable.

LEMUEL MOSS.

CORRECTION.—In the answers to arithmetic questions in November Journal, answer to No. 2 should be 2.912825. The mistake was with the compositor or proof-reader. Answer to No. 5 is also wrong—simply a mistake in multiplication. Accidents will happen, &c.

Aaron Pope, Supt. of Hancock county, and Lee O. Harris, a teacher of many years' experience, a poet of not a little reputation, and the author of "The Man Who Tramps," are on the point of starting a paper to be called *The Home and School Visitor*, intended for boys and girls. It will start on a limited scale, hoping to grow and become a fixture in juvenile literature. Such a paper, well edited, ought to meet with a hearty support.

ISLAND PARK.—The Island Park Assembly of Rome City, this state, was made a great success last year, considering all things, and it promises to do better in 1881. A beautiful island in a beautiful lake, adjoining a beautiful town in a beautiful part of Indiana, furnishes an excellent opportunity for teachers, preachers, Sunday school workers, musicians and others to combine pleasure with instructive entertainment for a few weeks of the hot season.

ORANGE COUNTY.—The annual reports of the Superintendent and of the Board of Education, and the Proceedings of the County Institute, make a pamphlet of over twenty large pages, set solid, in small type. No place have we seen the duties of the county superintendent set forth with more point and force than in Superintendent Noblitt's report.

PUTNAM COUNTY.—The Manual of the Putnam County Schools, prepared by County Superintendent Stockwell, is at hand, and contains, in good form, the information and suggestions usually contained in such publications. We like, especially, what is said about care of the children's health and the use of thermometers.

GOSHEN.—The biennial report of the Goshen school for 1878-9 and 1879-80 is at hand. It covers sixty-four pages on good paper, in clear type, and is nicely arranged. These schools are certainly in good condition. Ambrose Blant is the superintendent.

UNION COUNTY.—Superintendent Crist has induced his county board to offer to all pupils, finishing the course of instruction adopted for the county schools, a "Common School Diploma." This has been tried in other counties with good results.

The trustees of the Worthington, Ohio, public schools have voted to make their schools a part of the normal school of that place. The schools thus become training and observation schools for the use of the normal.

The report that Harper & Bros. were to remove their school-book agency from Indianapolis to Chicago, turns out to be untrue. The agency will remain at Indianapolis, as heretofore, in charge of A. C. Shortridge.

QUERY.—"The curfew tolls the knell of parting day, which reminds us that time flies." Does the words in this sentence, *which reminds us that time flies*, constitute an adjective or an adverbial element?

PERRY COUNTY.—Grading of county schools in Perry county has been made a practical success this year, under the direction of county superintendent I. L. Whitehead.

Education, the State Normal paper, has taken the cognomen "School," that it may be readily distinguished from Bicknell's bi-monthly called *Education*. Good.

BROOKSTON.—A teachers' re-union will be held at Brookston, January 21 and 22.

U. C. COLLEGE.—A letter from Rev. J. T. Phillips, a trustee, says "the College at Merom is on a boom." Good.

The teachers of Hancock county will hold an association January 22d, at Greenfield.

Institutes were held, beginning December 27th, in the following counties: Rush, Dearborn, Randolph, Jasper, Lake, Jennings, and Clinton.

PERSONAL.

A. N. Higgins is principal of the schools at Veedersburg.

J. W. McBroom still continues superintendent of the Covington schools.

E. F. Sutherland is principal of the Southern Indiana Normal School at Paoli.

J. K. Walts, Supt. of the Logansport schools, is president of the Logansport Poultry Association.

Jasper Goodykoontz sends out a neat copy press circular to parents, which contains some good suggestions.

J. T. Merrill, the retiring President of the State Teachers' Association, is well rooted in the La Fayette schools. He has been connected with these schools fifteen or sixteen years, most of the time as superintendent.

COMPLIMENTARY.—*The New England Journal of Education*, in concluding a favorable notice of the Indiana State Normal School, says: "Its President, Geo. P. Brown, always make his mark at our National Associations."

BOOK TABLE.

St. Nicholas, edited by Mary Mapes Dodge, and published by Scribner & Co., of New York, at \$3 a year, is, without question, *the* magazine of the world, for boys and girls. Its excellence has given it a circulation of 100,000 in America, and 5,000 in England. It is magnificently illustrated, and the best writers for youth contribute to its pages. If parents would provide their children such reading as *St. Nicholas* furnishes there would be less dime-novel reading, less waste, and worse than waste, of time, and greater love of good books and good society, and, consequently, higher development of character.

HARPER BROTHERS, of New York, lead all other publishing houses of this country, especially in the amount of circulating literature published.

1. *Harpers' Monthly* is the oldest and best known monthly of this country. Its high literary character is acknowledged by all, and its illustrations are surpassed by none.

2. *Harpers' Weekly* is without a rival as an illustrated weekly in this country. Its editor is George William Curtis, one of the best known literary men in the country. Thos. Nast, the celebrated artist, contributes to no other paper. His cartoons, alone, are worth the price of the paper.

3. *Harpers' Bazar* is a weekly of the same size and form of the Weekly, and is "A Repository of Fashion, Pleasure and Instruction." It is extensively circulated. As indicated above, it is especially a woman's paper, and is one of the best of its class published.

4. *Harpers' Young People* is a weekly illustrated paper for boys and girls. It is attractive, entertaining and instructive. The fact that it is published by the Harpers, establishes its high rank. The price of the first three papers named is \$4 each. of the last, \$1 50.

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Respectfully, GEO. B. LOOMIS,
10-6t Supt. of Music in Public Schools, Indianapolis.

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INDIANA SCHOOL JOURNAL.

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No. 2.

Not-Edw. and Co.

* SOME OF THE OBSTRUCTIONS, NATURAL AND INTERPOSED, THAT RESIST THE FORMATION AND GROWTH OF THE PEDAGOGICAL PROFESSION.

GEO. P. BROWN, PRESIDENT OF THE STATE NORMAL SCHOOL.

(CONTINUED.)

INTIMATELY associated with this want of definition of the purpose of the school are the loose and indefinite notions we have of what constitutes the Science of Teaching. "Science is a perfected system of real truths." Viewed in the light of this definition there is little ground for claiming the existence of a science of teaching. But few sciences have yet reached this ideal perfection. Probably none, unless it is the science of mathematics. Yet there are collections of truths logically arranged, each group resting upon some foundation principle or notion for its base, that approximate more or less nearly to that "*complement* of cognitions" which constitute a science. These are called *sciences*; and it is among these that we must place the science of teaching, if, perchance, it, at present, deserves a place even here.

A science, from a slightly different point of view, "is a body of principles and deductions to explain some object-matter." The object-matter of the science of teaching is the growth of a human soul. The science of teaching is dependent upon other sciences for those principles and deductions which are to guide

the teacher in his selection of instrumentalities and methods for the education of the child.

Prominent among these other sciences is the science of Psychology. Without the existence of this science the science of teaching could not have a being. The state of indetermination of this science at the present time is an obstruction to the formation of a science of teaching, and to the growth of the pedagogic profession. Our libraries contain volumes each filled with the theories and speculations of all the past ages and the theories and speculations of the author. After years of study and concurrent experience in teaching, the industrious teacher will be able to select from this mountain of words the few grains of truth that bear upon his work; but these are not found, oftentimes, except through experience in teaching.

Before teaching shall become a full-grown profession it is necessary that some wise man who is a practical teacher of long and varied experience and observation, shall select from the mass of sense and nonsense called the science of Psychology, those facts and laws that it concerns the teacher of children to know. There is promise that one, in every way qualified to do this work, will, at an early day, supply this pressing want.

The growth of the profession of teaching must be slow while there is so little known of the science of teaching. Much has been written and spoken *about* this science. We are confidently assured that the science is. What the teacher needs to have, is the principles and laws which constitute this science formulated and arranged so that he may be able to learn *what* the science is. Nor is it enough that the common school teacher be enabled to learn the principles and laws which constitute the essentials of the science. He must be lead to make those deductions as to matter and method which shall accord with those principles and laws.

All of this calls for the formation of a Body of Doctrine which shall set limits to the school, and to the range of matter taught therein; shall define more clearly its purpose; shall set forth the laws of mental growth and mental activity, and the bearings of psychology upon education; shall determine the kind and quality of matter to be taught in different periods of mental growth; shall settle, in general, the nature of the methods to be used in the different grades and in the different branches of instruction.

Professional schools have thus far confined themselves to giving instruction in the object-matter of the science of teaching, and chiefly in that part of the object-matter that furnishes the instrumentalities used for promoting the education of the pupils; while comparatively little of that subject-matter is taught which must furnish the principles and laws governing the development of mind, and from which must be deduced the methods of teaching in the different stages of growth. Thus academic instruction in the different branches of learning, supplemented by some empirical instruction in "methods," has constituted the professional instruction given in these schools.

That a thorough master of the object-matter of the science is a necessary condition to entering upon the study of the science, is admitted. The mistake is in stopping short in our professional schools with the realization of the condition. Our normal students are graduated when they have reached that place in their education where they are prepared to begin the study of the science of teaching.

The obstructions thus far mentioned may be called natural. They are such as arise in the preliminary stage of growth of an educational system. They will disappear when greater knowledge and more wisdom have been attained.

There is another class of obstructions that I know not whether to call natural or interposed, which are worthy of notice.

Among these is the low standard of qualification required of the teacher by the people. Roger Ascham wrote, more than three hundred years ago:—

"And it is a pity that commonly more care is had, yea, and that among wise men, to find out rather a cunning man for their Horse than a cunning man for their Children. For to the one they will gladly give a Stipend of two hundred crowns by the year, and are loth to offer the other two hundred Shillings. God that setteth in Heaven laugheth their choice to scorn and rewardeth their liberality as it should. For he suffereth them to have tame and well-ordered Horses, but wild and unfortunate Children: and, therefore, in the end they find more Pleasure in their Horse than Comfort in their Children."

This is not an inapt description of the indifference of "wise men" in this afternoon of the nineteenth century.

Few men to-day would entrust the training of a valuable horse to one who presented no more convincing evidence of his fitness for the trust than does he who is chosen to conduct the education of their children.

Children, who are yet in their teens, who have had enough school instruction, perhaps, to enable them to answer the required per cent. of the stock questions that are asked by the examiner, but who have had no other preparation than this instruction, given by teachers no better fitted to teach than are they, such children are elected by the people for the responsible position of teacher. What a farce! What wonder that superficial reasoners and light-headed magazine writers proclaim the public school system a failure. Here, in the school-room, the place for which every other part of the school system was constructed; the center toward which every other part of the system converges; the very key-stone of the arch; the place where the work is to be done and the ends realized for which so grand a system of machinery has been constructed, for which millions of money are annually expended; here, where more than anywhere else is needed the master, is placed the child. If not always a child in years, yet a child in experience, and in intellectual and moral fitness for his vocation.

But this will not always be so. The people have constructed a grand and gigantic machine. They have been too interested in perfecting its parts and adjusting them to each other to attend to much else. They are now beginning to ask the purpose for which this machinery was made. This will lead to the discovery that it is all of little worth without a competent teacher in the school room. And when that discovery is made teaching will soon become a profession.

Another obstruction consequent upon the one just mentioned is the uncertainty of the teacher's tenure of his position. Since "any one can teach school" rotation in office is the practice in most districts. The prevailing custom of limiting every teacher's term of service to a single year in our cities and towns, and to a single term in the country, tends to restrain competent and worthy men and women from choosing teaching as a vocation. Men and women made of the stuff of which the best teachers are

made, are unwilling to run the gauntlet of a re-election every year, especially when merit and efficient service count for so little. It is no exaggeration to affirm that in a majority of the towns and cities of the northern states, the time and energy of the superintendent or principal are about equally divided between his duties to the schools and coddling the Board of Education and their friends. The conscientious teacher is pretty certain to make enemies of some of his patrons. These become active while his friends are passive. One active enemy is more efficient than fifty passive friends. If the teacher is not to be driven from his position at the annual "hiring" season he must strengthen himself in his personal relations with his board. This takes much time, and more thought.

So long as personal friendship, party politics, church relations, or anything else than the character of the teacher and of his work are controlling or important elements in deciding whether the teacher shall continue to serve any community, earnest and capable men and women will hesitate to adopt teaching as a profession. Let it be made the rule that honest and efficient service requires no re-election, and that only the dishonest and inefficient need fear dismissal, and one of the obstructions to the growth of the profession of teaching would be removed.

There is a growing disposition throughout the country to employ women as teachers in the common schools. In the cities and towns most of the teachers are women, and the relative number of women teachers in the country schools is increasing every year. I do not make mention of this as an obstruction to the growth of this profession, and yet there are some reasons for so regarding it. Woman's natural and necessary field of labor is the family. Whatever other institution she may enter, she enters only to remain temporarily. This must necessarily be the rule. So long as circumstances are morally certain to arise over which women "do not wish to have any control," that take them from the work of the school to the more useful and necessary position of head and heart of the home, they will engage in teaching as a temporary vocation. This does not prevent them from receiving the necessary professional training and following the vocation in the true professional spirit and with professional skill. The training which prepares them for the school is, more-

over, an excellent preparation for the proper discharge of the duties and responsibilities of the home. While this is all evidently true, the tendency is for young women to seek employment in the schools as a temporary expedient for earning a subsistence until such time as they shall be chosen to preside at the fire-side.

I have hastily presented, in a desultory and imperfect manner, some of the obstructions to the growth of the teacher's profession. Some of these will be removed in the inevitable onward march of culture and civilization. Their disappearance can be hastened by a wise and united effort of educators.

GEOGRAPHY—I.

~~D.~~

ELI F. BROWN.

A PUPIL can not use a text-book in geography with success before he can read well in the Third Reader. Much may be done, however, in useful and interesting study of home geography before the child takes the text in hand. This introductory oral instruction may serve to teach him many important matters concerning his immediate surroundings that the book does not contain, and it may be so presented that when he does take the book the maps and descriptions there presented will be far more readily and fully comprehended. It must not be forgotten that many children are so unfortunate as not to remain in school long enough to use the text-book in geography.

Rather than devote all the time with the lowest classes to the regular routine of reading and spelling, it is well to vary the exercises, and as often as every other day, to give them a lesson in the study of their surroundings. The children have eyes that need to be taught to observe. Their attention needs to be fixed upon familiar things about them. From that which they can see, and can learn to map on board and slate, they may be led out into the more extended fields of geographical knowledge which lie beyond the realm of their experience, and in the study of which the imagination must play such an important part.

From the geography of the home, reach that of the strange land.
From the known reach the unknown.

While the child is mastering his Second Reader have him learn to name, locate, and map, familiar objects and places. Study the room. Usually a simple rectangular figure will represent its outline. Have this placed upon the board, and the children draw it upon their slates. Have the pupils compare the parts of the figure with the room, and proceed to give the chief objects in the room their relative position in the figure. When they can map the room well upon slate, have them make a copy on paper with lead pencil.

Having drawn the school room, a map of adjoining rooms might be added, or the school grounds may be diagramed, representing the roads, fences, houses, etc.

Maps of the vicinity, that show the relations of roads, streams, mills, etc. ; and in small towns and cities that show the relations of streets and important places, will prove of interest and profit. In all such cases the pupils need to be exercised upon the direction of one place from another, and the relative location of such places in the maps they are making. Usually it is best that the top of the map represent the North.

An outline map of the county may easily be drawn, if the teacher will take even a short time to examine the outline as given in some correct atlas. Usually in Indiana a simple rectangle will serve for the outline. The bounding counties may be learned and represented. Put into the map a few of the large streams and the railroads. Locate the larger towns, and the school in which the children are studying.

The pupil in mapping the county is drawing what he can not see as a whole, yet the places and parts are ordinarily familiar to him by name, or by visitation. His county map when done is a representation that may be associated with the real world outside of his school room. The teacher needs constantly to refer from the represented to the real, so that the pupil knows that he is learning about the surface of the great world on which he lives.

A simple outline map of the state may readily be drawn. Represent boundary, the Wabash river, and the two forks of White river. Locate five or more of the large cities of the state. Have the pupil state the direction of places on the map they are

drawing, and point the actual direction from the school. Show on the state map the relative position and size of the county in which the class live. Trace its streams to the large rivers. Show to what large cities its railroads lead. Take the pupils in imagination out in these directions. By these maps they are gradually and intelligently led into geographical studies which lie far beyond their limited experiences.

Home knowledge is, for the common people, the most important; its most trifling details are of interest. It comes first in the course of study, and if presented in some such order of development as here indicated, it may be made not only interesting and profitable in itself, but also an excellent introduction to the use of the text in the mastery of that which is foreign.

AUTHOR-STUDY BY READING CLASSES—II.

E. E. SMITH, PRIN. PURDUE ACADEMY.

SINCE the publication of our first article upon this subject in the School Journal in January, 1880, there has been very general discussion of the subject, so that now much interest is felt, as well as much work done, in the study of authors. Notably, the public schools of Cincinnati, O., and LaFayette, Ind., have both lately celebrated the birth-days of noted American poets. Dr. Peaslee, Supt. public schools of Cincinnati, has written a reference work upon the best sayings of authors, the merits of which he is making known by lectures in various parts of the country. There is but one danger that we can see, and that is that some of us may make a hobby of a good thing and ride it to death. The articles, of which the present is one in a series, will we trust prove interesting and useful, whether appropriated to class use or not.

Literature may be said to embrace all the writings of the world; but, for convenience sake, we shall limit it to those which are pleasing to the imaginative and emotional parts of our nature, rather than to those which are technical in character. Thus restricted, its objects may be considered as four-fold: (1) To excite the feelings; (2) to arouse and call into play the fancy; (3)

to control the will; (4) to give information. The results of the study of good literature, among others, are: (1) Intelligence; (2) mental power; (3) pleasure; (4) recreation; (5) good friends, *i. e.*, books; (6) better style for our own expression of thought. With reading-classes in the public schools these results can be only in a measure secured; but if the method suggested in our first article be used with discretion, and careful study and preparation on the part of the *teacher*, the foundation (in the way of taste and disposition) may be laid for successful prosecution of the study of authors in practical life. The young may have given to them a tendency to a profitable and healthful recreation from the labors of life, rather than be led off to vicious and hurtful ways of passing the time.

Below we present for this month a skeleton sketch of

HENRY WADSWORTH LONGFELLOW.

BIRTH.....	{	<i>Place</i> —Portland, Maine. <i>Time</i> —February 27, 1807.
DEATH.....	{	<i>Place</i> — <i>Time</i> — (Now living in his 74th year, hale <i>Circumstances</i> — and hearty).
PARENTAGE.	{	<i>Nativity of Parents</i> —American. <i>Occupation of Father</i> —Lawyer. <i>Surroundings</i> —In good circumstances.
EDUCATION..	{	<i>Character of</i> —Academic and collegiate in America. Completed in Europe. <i>Where Educated</i> —Bowdoin College (grad. 1825).
BEGAN WRITING...	{	<i>Age</i> —About 16 years. <i>Where and When</i> —At Bowdoin C., Irving Academic Course, (1821-5). <i>First Published Works.</i> { "Coplas de Manrique" (1833). "Outre Mer"—"Beyond the Sea." (1835).
OCCUPATION.	{	1. Professor Mod. Lang. Bowdoin C. (1829-35). 2. Traveling in Europe, perfecting studies (1835-8). 3. Prof. Mod. Lang. and Belles Lettres, Harvard University (1836-54). 4. General writer and contributor.

WORKS	Kind...	{ Both prose and poetical, though more important works are written in verse.
	Subjects	{ Translations, Stories and Tales—"Without attempting to represent the depths of passion, the purity, sweetness and refinement with which he delineates the affections of the heart, make him a most welcome visitor at the fireside."
	Extent..	—Great, showing a life of earnest labor.
	Names..	{ "Hyperion" (1839)—"Ballads" etc. (1841). "Voices of the Night" (1839)—"Spanish Student" (1843). "Poets and Poetry of Europe"—(1845). "Kavanagh" (1849)—"Golden Legend" (1851). "Courtship of Miles Standish." "Evangeline" (1847)—much admired tale of Arcadian wars. "Song of Hiawatha"—most original work. "Translation 'Dante's Divina Comedia'"—(1867). "Tragedies of New England"—(1868). "Psalm of Life"—"Aftermath"—(1874). "Hanging of the Crane"—(1874), etc., etc.
	General Information.	{ Received degrees LL. D. (1859) from Harvard Univ., and D. C. L. from Oxford and Cambridge Univs. Eng., (1868). Singularly happy as a translator. His simple and touching ballads appeal to the purest affections of humanity. Elected Professor at Bowdoin at early age of 18. Several of his works have been translated into foreign tongues. See N. A. Review for many prose compositions.

QUOTATIONS.

"Art is long and Time is fleeting,
And our hearts, though stout and brave,
Still, like muffled drums, are beating
Funeral marches to the grave."

[*Psalm of Life.*

"St. Augustine! well hast thou said
That, of our vices, we can frame

A ladder, if we will but tread
Beneath our feet each deed of shame.

* * * *

The heights by great men reached and kept
Were not attained by sudden flight,
But they, while their companions slept,
Were toiling upward in the night.

* * * *

Nor deem the irrevocable past
As wholly wasted, wholly vain,
If, rising on its wrecks at last,
To something noble we attain."

[*Ladder of St. Augustine.*

"Fame is the perfume of heroic deeds,
Of flowers of chivalry and not of weeds."

[*Alarm Bell of Atri.*

ANECDOTE.—Professor Luigi Monti tells a pleasant story of Longfellow. For many years he has been in the habit of dining with the poet every Saturday. On Christmas day as he was walking briskly toward the old historic house, he was accosted by a girl about twelve years old, who inquired the way to Longfellow's home. He told her that he would show her. When they reached the gate she said: "Do you think I can go into the yard?" "Oh, yes," said Signor Monti. "Do you see the room on the left? That's where Martha Washington held her receptions a hundred years ago. If you look at the windows on the right you will probably see a white-haired gentleman reading a paper. Well, that will be Mr. Longfellow." She looked gratified at the unexpected pleasure of really seeing the man whose poems she said she loved. As Signor Monti drew near the house, he saw Mr. Longfellow standing with his back against the window, his head, of course, out of sight. When he went in he said, "Do look out of the window and bow to that little girl, who wants to see you very much!" "A little girl wants to see me very much—where is she?" He hastened to the door, and, beckoning with his hand, called out, "Come here, little girl, come here, if you want to see me!" She needed no second invitation, and after shaking her hand and asking her name, he took her into the house, showed her the "old clock

on the stairs," the chair made from the village smithy's chestnut tree, presented to him by the Cambridge children, and the beautiful pictures and souvenirs gathered in many years of foreign residence.

MINUTES OF THE INDIANA STATE TEACHERS' ASSOCIATION.

INDIANAPOLIS, TUESDAY, Dec. 28,³⁰ 1880.

The Association met in its twenty-seventh annual convention in Masonic Hall, at 7:30 P. M., and was called to order by the retiring president, J. T. Merrill.

After an opening prayer by Rev. Dr. Moss, of the State University, Hon. John Caven, Mayor of Indianapolis, delivered an address of welcome to the city. He said:

There is no occupation higher or nobler than that of teaching. Indiana may well be proud of her schools and her teachers, for they are inferior to none.

As it is necessary that teachers should study how to teach, it is important that they should meet together and combine the experience of all. He spoke of the advances which have been made in the art of teaching within the recollection of some of us. That children used to take an education very much as they took medicine, because it was forced upon them. Children should not be driven to the book; teachers should understand youthful nature. They should know how to direct and encourage not only the intellectual, but the moral and sentimental natures; they should teach them to love their God, their country, and their country's flag.

By thus meeting you become wiser, and better, each one gathering the combined experience of all. And to you, the people of to-day, the children of to-day look up, and to you generations to come will look back and bless you for unfolding their destiny. Remember that as God is perfection every step forward in this direction is narrowing the distance between the creature and the Creator.

Indianapolis extends to you a most cordial welcome.

Retiring President Merrill, of LaFayette, made a very brief response to the address of Mayor Caven. He said:

In behalf of the State Teachers' Association of Indiana, I thank you for the compliments which you have paid to the teachers; for your kind words of encouragement, and for the generous welcome which you have extended to us: and we hereby invite you and any of the citizens of Indianapolis to attend any or all of our meetings.

Without further remarks, I take pleasure in introducing to the Association the venerable gentleman whom you have chosen to preside over the deliberations of the twenty-seventh annual meeting of our Association, Professor John Cooper, of Richmond, Ind.

John Cooper, of Richmond, the president-elect, then read the inaugural address. In the course of his remarks he gave the following beautiful story from mythology:

It is said that, when Jupiter offered the prize of immortality to him who was most useful to mankind, the Court of Olympus was crowded with competitors. The warrior boasted of his patriotism, but Jupiter thundered; the rich man boasted of his munificence, and Jupiter showed him a widow's mite; the Pontiff held up the keys of Heaven, and Jupiter pushed the doors wide open; the painter boasted of his power to give life to inanimate canvas, and Jupiter breathed aloud in derision; the sculptor boasted of making gods that contended with immortals for human homage—Jupiter frowned; the orator boasted of his power to sway a nation with his voice, and Jupiter marshaled the obedient hosts of Heaven with a word; the poet spoke of his power to move even the gods by praise—Jupiter blushed; the musician claimed to practice the only human science that had been transported to heaven—Jupiter hesitated; when seeing a venerable man looking with intense interest upon the group of competitors, but presenting no claims, "Who art thou?" said the benignant monarch. "Only a spec:" said the ray-headed sage—"all these were once my pupils." "Crown him! crown him!" said Jupiter. "Crown the faithful teacher with immortality, and make room for him at my right hand."

So it may be said by the professional teachers of Indiana, while we are not farmers, mechanics, merchants, lawyers, doctors, ministers, editors, or statesmen, we can say, as we look upon them now in their various vocations, they were once our pupils. The teacher makes success in all these employments possible, and his calling is justly ranked, by men of thought, as the noblest of all the professions, and one not to be laid aside, but to be followed through life as other professions.

After giving a brief history of the Association from its organization in 1854 to the present time, he said:

From that time on, through all our efforts, through the many battles fought and won, as well as in those lost; through the darkness as well as in the light, the Association has known but one object; has been guided by but one star; has been moved by but one motive, namely, the establishment of a system of free schools, in which the youth of the state, whether in city, town, or country district, might enjoy equal opportunities of a common school education, believing that upon the general diffusion of knowledge, more than upon any other cause under Providence, depends the perpetuity of those great national blessings which tend to our true exaltation as a people.

The primary object of the Association has been to provide the external means of education. To this end it has exercised an effective influence in framing the laws, and shaping our system of public schools. It has exercised an important influence in devising and suggesting measures which have increased the efficiency of our school system.

If time would permit, the history of our work and progress as an Association, in putting in motion agencies which have provided so bountifully for the support of common schools, together with the influences of the normal school, county supervision, the school journal, text-books, better methods of instruction (all of which are results of the Association, either directly or indirectly), would undoubtedly prove interesting and profitable.

With all these facilities at our command, who can foretell what will be our advancement in the next quarter of a century? Let us hope that no clouds may darken the future prospects of our public schools. May they continue to be the nurseries of the public mind, the best safeguards against the terrors of ignorance and vice. May we as a people realize that our present form of government is founded upon the general intelligence of our people, and without our common schools wisely supported it can not long exist.

In conclusion allow me to say in the language of another: "That without a full and free education of all our youth, our democratic institutions will prove a failure. A monarchy or an aristocracy is possible anywhere, but a republic can never be long maintained among an ignorant people. All the dangers which threaten our government centre in this one. A sovereign, a voter, must know how to rule, how to vote, or, otherwise, selfish demagogues may govern by their means, and this is death to the republic."

MISCELLANEOUS BUSINESS.

Geo. F. Bass was elected Railroad Secretary. Levi G. Saffer, of Selma, Assistant Recording Secretary.

H. S. McRae moved that a committee of five on resolutions

be appointed by the President and announced to-morrow morning. This was adopted by the Association.

It then being announced that Prof. J. B. Peaslee, of Cincinnati, was present, he was invited to address the Association. He said:

TEACHERS OF INDIANA: I am not here to-night to make you a speech. I am on my way to the Association of Illinois, which I shall address to-morrow evening on a subject which is a favorite with me, Literature in the Public Schools, and the Celebration of Authors' Birth-days. I shall say but few words to you, because when I get to talking I never know when to stop. On the last of the year 1864, I spent one evening with your Association. At that time, coming as I did from the State of Ohio, I felt that the school system of my state was far in advance of that of yours. But I rise to say to you to-night, that taken as a whole, the school system of Indiana to-day is superior to the school system of Ohio. The advancement made in education in this state has not been equaled by any other northern state in this country. I wish to congratulate you, teachers, upon the grand school system of Indiana. In speaking of the schools of Ohio, I will except those of the large cities, which are in excellent condition. But we have not the county supervision of the country schools as you have. We have appealed to the Legislature of Ohio to give us the same system that you have, but we have been unsuccessful. Your system of examining teachers under the control of a State Superintendent who has no superior in this country, is far more thorough than ours.

He also commended Indiana's county institute system.

Adjourned.

WEDNESDAY MORNING, Dec. 29.—The Association was called to order at rather a late hour, by the President, the weather being so extremely cold that it was impossible to make the house comfortable.

Prayer was offered by Rev. Mr. Poucher, of Indianapolis.

The President announced the names of the Committee on Resolutions, as follows:

Hamilton S. McRae, Muncie; W. A. Bell, Indianapolis; Jas. M. Wilson, Terre Haute; J. C. Macpherson, Richmond; R. G. Boone, Frankfort.

Permanent Secretary D. E. Hunter then named Mr. S. S. Parr, of Terre Haute, as his Assistant.

President Cooper read the following telegram from the State Teachers' Association of Colorado :

"DENVER. COL., December 28.

"The Colorado teachers, now in convention, send greeting. The Centennial State is alive in education. J. H. BAKER,

"Pres. Col. State Teachers' Association."

The Association instructed the President to answer the above, and to send congratulatory telegrams to the Associations of Illinois and Michigan, then in session.

Joseph Carhart, of the State Normal School, then read a paper on the subject of Analytical Reading :

"The greatest good to the greatest number" should be the teacher's motto, and the fact should be remembered that the greatest number of the children attending the common schools will occupy humble places in life, not therefore needing the elocutionary ability of the lawyer, the minister, the professional reader, or the teacher. He pointed out the danger of oral reading becoming an absolute waste of the pupil's time, as forming a habit of regarding words and punctuation marks, and of disregarding the weightier things they are intended to express—a habit which stands in the way of his learning any lesson from the printed page. (See Prof. Carhart's article in the Jan. Journal, and other articles to follow, for his views in full on this subject).

Lewis H. Jones, assistant superintendent of the Indianapolis schools, opened the discussion of the paper. The author of the paper, he said, had defined oral reading as the art of comprehending and expressing in the speaking tones of the voice, the language of the author, and the thought, imagery and feeling, of written or printed composition. At another point the conclusion is reached that silent reading receives too little attention and oral reading too much. This leads us to think of oral reading under a new definition ; that of attempting to express without comprehending the thought and feeling of the composition.

This definition of oral reading includes all that can be included in silent reading. All that Mr. Carhart had spoken of as essential in silent reading is essential in the preparation for good oral reading.

We teach composition, we try in every way to cultivate in pupils the ability to tell what they know in the belief that the power of expression is worthy of culture. Since oral expression is but another form, we have the same reasons for trying to cultivate expression in oral reading as in anything else. A pupil should be able, not only to comprehend what he reads, but so use it as to make it a power in the world with which to impress others.

W. H. Fertich, who was expected to continue the discussion, not being present, the discussion closed.

Frank P. Adams, principal Normal School, Danville, read a paper entitled *Lessons from the Life of Shelley*, of which the following is an outline :

Percy Bysshe (Bish) Shelley was born 1792, in the south of England. At the age of thirteen he was sent to school at Eton. Here he was very unpopular with the big boys because he would not be their slave

As he crossed the threshold of this school the fagging system confronted him. This system required all the small boys to be the servants of the large ones—sweep their rooms, make up their beds, build their fires, carry their wood, bring them water, “shine” their boots, and carry out their slop. This is what all the small boys were called on to do for their superior lords. This is the service that was demanded of young Shelley, and this is what the wild, blue-eyed, liberty-loving, tyrant-hating Shelley refused to do and did not do. Moreover, he organized a club of small boys by which the nefarious slavery was in part abolished. The latter procedure made him very unpopular.

At eighteen he was sent to University College at Oxford, whence he was soon after expelled for writing a small pamphlet entitled “*The Necessity for Atheism*.” He was at the same time abandoned by his father and forbidden to return home.

Thus when less than nineteen, “fragile in health and frame; of the purest habits and morals; full of devoted generosity and universal kindness; glowing with ardor to attain wisdom; resolved, at every personal sacrifice, to do right; burning with a desire for affection and sympathy, he was treated as a reprobate, cast forth as a criminal.”

At nineteen he eloped with a Miss Westbrook, but the unhappy couple separated two years later by mutual consent.

Three years after their separation, his wife, whose character did not prove to be gold when tried in the fire, drowned herself. Shelley, in the meantime, had come to the infamous and dangerous conclusion that marriage was a tyrannical institution.

At the age of twenty-four he married Mary Godwin, an estimable lady, and an excellent companion. His children by his first wife were cruelly taken from him, on the plea that, owing to his atheistic and demoralizing opinions, he was unfit to raise them.

In 1818 he went to Italy, never to return. In 1822 a boat in which he was sailing, having been overtaken by a storm, disappeared. Two weeks later his body was found, having been washed ashore.

In accordance with Tuscan quarantine law, the body was burned, Lord Byron and Leigh Hunt witnessing the sad spectacle. His ashes were taken to the Protestant burying ground at Rome, and interred near the remains of his friend Keats. Thus, at the early age of twenty-eight, closed the career of this remarkable man, just at the beginning of his maturity and vigor.

Shelley was, to a great extent, what the world made him, and largely what he was in spite of the world. It tried to make him, as Whipple says, "a bad Christian and a good hypocrite." It made him a sincere infidel. It practiced on him intolercancy. It made him a strong supporter of free speech and liberty of conscience. We are all largely molded by contact with our surroundings. Every force in the universe is a cause. It is not always easy to see the effect, but the effect none the less exists. To study the influences of various causes and to control them is no small part of the work of every teacher.

The life of Shelley is a map of danger to be studied by society, the church, the schools and the homes.

His character, as shown us first in his opposition to the fagging system, is positive and persistent, a sign of its genuineness. His refusal to lie in order to remain at Oxford is an indication of great value to us. Believing that he did not merit an expulsion from Oxford, he refused to apologize to his father. This caused his expulsion from home. Possessed of this strong and positive character, and conscious of having done nothing wrong, is it unnatural when driven from home by his father, disgraced by his teachers, oppressed by obnoxious and humiliating school customs and ostracised from society, that his bold spirit rose against such oppression, the oppressors and all that they professed?

Our teachers must learn among the first lessons that a pupil, large or small, old or young, has rights.

In addition to the rights, we should also bear in mind that our pupils are individuals, and that an important factor of true success is the development of their individuality. They should not all be gauged by the same measure. They must not all be ground through the same educational mill. They can not all be made of the same stature and proportions of mind. Every pupil comes into the world with certain capabilities and tendencies. The teacher, who rightly understands his work, merely aims to bring out these capabilities and guide and control the tendencies. Each pupil is a separate study, demanding individual and specific attention: yet only such cultivation as will secure the fullest development of the pupil's own natural powers, and guide his inclinations into the best channels. "Break the child's self-will," is the common injunction; "guide the self-wil," says the best spirit of our times, "and make it a bulwark against wrong, a power of moral safety, his greatest bless-

ing." So with all positive forces of character, let us strive to develop and guide them, but never to break them. Hatch a chicken from a goose egg, compel the oak to bear beech-nuts, change mice to rats, all before you break the child's self-will or any of his natural and positive forces of character.

The life of Shelley furnishes us with a painful lesson of the importance of a thorough inculcation of the principles and a thorough training in the practice of self-government. We need not, however, seek far around us for numerous illustrations of defects in this qualification. Too many of our teachers assume to do all the governing. This, besides being vexatious and impossible, defeats the very end of all good government, which is to teach the child properly to govern himself.

A school is poorly governed in which the teacher does all the governing. A family is poorly governed in which the father or mother does all the governing. Both schools and families are well governed in which the various members are taught to govern themselves properly.

Let us then study our pupils and keep up with the progress of the times. Shelley's teachers seem not to have understood him in the least. I believe it is generally agreed that a majority of our teachers do not study their pupils enough, and the methods that should be employed for their right development.

Need we go to Shelley to learn the folly of compulsion in government at home and in school? Ruskin is right, that no good work is ever done for hire or hate. Our pupils will resist every species of overbearing and tyranny.

Shelley says—

"And from that hour did I with earnest thought
Heap knowledge from forbidden mines of lore;
Yet nothing that my tyrants knew or taught
I cared to learn."

There are thousands of Shelleys in Indiana that can be governed by tact and knowledge of human nature, but you can not lord it over them. A kindly request to them is sacred, and brings speedy obedience; a command is a challenge for a conflict. Nor would we have it otherwise. This spirit is the essence of liberty. Rightly developed it is a protection to every individual and every home in the land.

Why should we praise our forefathers for the very principles we, as teachers and parents, often—too often—strive to eradicate from the bosoms of our children? Lowell says:

"I first drew in New England's air, and 'rom her hardy breast
Sucked in the tyrant-hating milk that will not let me rest;
And if my words seem treason to the dullard and the tame,
'Tis but my Bay-State dialect—our fathers spoke the same."

Lastly, we come to the consideration of one of the greatest lessons to be learned from the life of Shelley, viz: The value of home training. It is sad to think that this son of a wealthy baronet had no home. It is sadder that thousands and thousands of children, rich and poor, in our own loved state to-day have no homes. Houses they have, a place to eat and a place to sleep, but, alas, no home. No amount of school training, or society education, or mingling with the world can take the place of education received at home. Schools may give scholarship, society and surroundings may give polish and often foppishness, but in the most substantial cases the manhood and womanhood are planted in early life at home. The lessons and examples of a sensible mother and a virtuous father possessed of business principles, good sense and christian habits, will mold the destiny when all other influences combined will fail. The highest ambition of our schools in matters of character-making should be to supplement the work of an orderly, cultured christian home. The foundation of society, churches and government is laid at home.

Let our children learn the good lesson which Shelley, as an exceptional case, learned in spite of home and school, viz: The value of citizenship. It is a glorious principle that we are all eligible to congress and the presidency. But it is far more important that every individual is eligible to a position of honor and credit in the hearts of his neighbors. Let our children while at home be strongly impressed with the consideration that to be a useful citizen or a good neighbor is more honorable than the flaunting of a titled trail and the command of patrimony, and that a virtuous father, a wise mother, a true sister and a faithful brother are the noblest works of God.

The discussion of this paper was opened by Prof. John B. De Motte, of Asbury University, Greencastle.

He said that the question he wished chiefly to discuss was the matter of personal responsibility; as to whether Shelley was to blame for the figure he made in this world. He would say that at Shelley's own door lay the whole responsibility of his worse than wasted life. Not at Nature's door, for she was very kind to him. As to his personal appearance it had been said of him that he was "too beautiful to paint." By nature he was full of softness, tenderness, delicacy and religious veneration. For poetic genius he was never excelled. For an ordinary English gentleman his father was much above the average. He had plenty of means at his disposal, and at thirteen finished his academic training, and at eighteen passed a classical examination.

At that time Oxford and Eton were ambitious for accurate scholarship. Very much of his writing shows that he needed the very things that Eton and Oxford would have given him if he would have

taken them. His expulsion at Oxford has been referred to as cruel Oxford was established by ecclesiastical money. Shelley was an avowed and open infidel. What right has an enemy to the fundamental principles of an institution to be a partaker of its bounties?

The lesson he would learn from the life of Shelley is that he himself was responsible for the life he lived. If not, all the monuments of great men, and all the emblems of liberty might as well be destroyed. The doctrine of the paper that makes others responsible for Shelley's life robs manhood of its manliness, freedom of its essence, and civilization of its highest civilizing features. The lesson to be learned is that grand possibilities lie before us, and each and every person is left to choose for himself.

Yet while he saw much to be condemned in the life of Shelley, no one would, sooner than he, take off his hat in acknowledgment of the poetic genius of the writer of such lines as—

"The orb'd maiden with white fire laden,
Whom mortals call the moon,
Glides glimmering o'er my fleece-like floor
By the midnight breezes strewn,
And wherever the heat of her unseen feet,
Which only the angels hear,
May have broken the woof of my tent's thin roof,
The stars peep behind her and peer;
And I laugh to see them whirl and flee,
Like a swarm of golden bees,
When I widen the rent in my wind-built tent,
Till the calm rivers, lakes, and seas,
Like strips of the sky fallen through me on high,
Are each paved with the moon and these."

Mr. Adams responded briefly to Mr. DeMotte's remarks, saying that he did not wish to stand on the side that does not hold man responsible for what he does, neither on the side that does not make society responsible for what it does.

WEDNESDAY AFTERNOON.—First on the programme of the afternoon was a paper by John L. Campbell, A. M., LL. D., of Wabash College, Crawfordsville. Subject, "Educational Exhibits at International Expositions," a synopsis of which is here given :

When a Campanian lady made show of her jewels at the house of Cornelia, who was asked in turn to display her own, she produced her two sons, saying, these are the only jewels I can boast.

The best general answer to the question presented by the topic assigned for this paper, "Educational Exhibits at International Exhibitions," is that of the mother of the Graechi—"these are my jewels."

The general principles that should govern the preparation of objects or specimens are: (1) uniformity in size of the same kinds in different collections as far as consistent with the reasonable latitude necessary to stimulate healthy rivalry in preparation, and thereby increased attractiveness in the entire display; (2) the most careful graphic presentation of statistics of schools and school work. The dotted map of Indiana, giving the school-houses of the state, presents the school system of the state more vividly than tables of statistics, or rather, this map is of the greatest value in illustrating these tables. A large map, a globe of the world, like this one of Indiana, would give in one view the relative educational work of the nations of the earth, and would be the most interesting chart possible. Apparatus, especially of the higher forms, for experimental research, should be more fully represented than in 1876, and this could be accomplished easily by securing the earnest co-operation of the colleges of the country, and from them obtaining the loan of their best experiments. School work, especially that done by pupils, should have a prominent place, but it is especially important that uniformity as to size should be observed. The super-commercial character of the educational exhibit will lead further to the important question, "By whom shall the display be made?" For our own country the answer is, by the states, and not by individuals, or even by corporations.

Nothing less than the State of Indiana should be recognized by the directors of an exhibition, and under the immediate control of the state commission should come everything pertaining to the exhibit. In this way only will it be possible to present to the world a proper display of the educational systems of the different states. With this arrangement by states the student can readily understand the comparative merits of the different plans in the several states. The chief burden of expense should also be borne by the state, and here a liberal expenditure will be in the interest of true economy. In addition to the state exhibits there is also a propriety in making a national exhibit under the United States Commissioner of Education. In this display, a grand opportunity would be afforded of making a systematic arrangement of all the material pertaining to the ideal American system, the different portions of which are realized in the state systems.

This state is peculiarly fortunate in the department of education in the fact that one of the commissioners is the Hon. Jas. H. Smart, who was pre-eminently successful in the educational exhibit from this state in 1876. He and his able associate commissioner, Judge A. L. Roache, will faithfully care for the interests of Indiana in all the departments of the exhibition.

Dr. J. S. Irwin, of Ft. Wayne, who was to open the discus-

sion, was not present. Hon. Jas. H. Smart addressed the Association. In the course of his remarks he said:

The question is, What can we do? We can show the results of the work in the school-room. I am satisfied that the State of Indiana, if the teachers take hold of the matter, can make an exhibit superior to the one made at Philadelphia. In a half dozen towns I have seen work that would average better than the best attempt we took to Philadelphia. We do not half realize what we can do. It would be the best investment the state could make to place in the hands of a committee \$20,000 to aid in carrying this out.

W. A. Bell said:

I wish to say one thing in regard to International Expositions. Indiana, as many of us know, has not stood well in the past years, educationally, especially away from home, in the estimation of people generally. Down East, "Hoosier" and "greenhorn" have been synonymous terms. I feel safe in making the assertion that our exhibit at Philadelphia four years ago did more to remove this educational stigma from Indiana than any five years' work we have been able to do. Those who visited the exposition will agree that our school products were better displayed so as to attract the eye, than those of any other state. I hope we will be able to make another effort, and succeed in establishing ourselves in the good will of the educational people throughout the country.

Miss Aurette Hoyt then addressed the Association in behalf of the Women's Christian Temperance Association, recommending a text-book for use in schools—Alcohol and Hygiene—and asking teachers, principals and county superintendents to take and test it among the children. She thought that the temperance problem can be solved, and the place to begin the work is among the children.

Prof. Jas. G. May, of Salem, who was on the programme for a paper, was not present.

Geo. P. Brown then read "An Essay to Define and Encourage professional Education." He said:

By professional education, I mean that special instruction and training which shall fit the person receiving it for the discharge of the duties that are peculiar to the vocation of teaching. It does not include that general education which is universally regarded as a necessary foundation for any special pursuit. It is as necessary for the lawyer, the physician, the merchant or the manu-

facturer, that he shall have a knowledge of what are known as the common school branches of learning as for the teacher. This knowledge is the common substructure upon which all knowledge of specialties must rest.

A professional education is always technical ; it is never general. I am confronted with the declaration that there is no profession of teaching in the sense in which I have defined it.

I take it that the difference between a profession and a vocation which is not a profession, is not dependent upon the accident of its being the practice of medicine or the practice of agriculture, but that it is found in the nature and extent of the knowledge which persons possess in respect to their vocation and which they employ in the practice of it.

Then, whether a profession of teaching exists or is possible, must depend on the existence of a science of teaching.

A science has been defined to be "a complement of cognitions having the form of logical perfection and the character of real truth." We are led to infer that there is a complement of ideas in each of several departments of nature and of mind, that have the form of logical perfection and the character of real truth. These sciences are now imperfect because our cognitions are not varied and numerous enough to admit of logical perfection in form. In this imperfect sense there is a science of teaching, as there is of medicine or agriculture.

Every science must have that which we call its object-matter. The science of teaching has certain object-matter, a knowledge of which is the necessary condition of entering upon an intelligent study of this science. Before we can begin to study intelligently the science of teaching a child, we must know psychology, or the history of the growth of the faculties from infancy to maturity. We must know all the arts and sciences which are used as instrumentalities or means by which the education of the child in school is carried on. All this is what every intelligent citizen needs to know, and yet it is peculiar to the teacher in that it is the object-matter of the science which is to give form to the art which he is to practice.

But the science of teaching as distinguished from the object-matter of this science consists of a body of doctrine that shall set forth the present condition of our knowledge in respect, first, to the purpose of the schools ; second, as to the principles and laws under which the faculties of the mind are developed, and the nature and relations of the phenomena with which the mind deals in the different stages of its growth ; third, as to the nature of the matter to be employed in the education of the child in his different periods of growth, so as to determine those methods in conformity to the law of the mind ; fourth, an acquaintance with what has been thought and said upon the sub-

ject of teaching by the great thinkers of past ages. This suggests a range of knowledge very different from what is obtained at public schools; but it is knowledge which every professionally educated teacher ought to have. It is that, and that alone, which gives any mark of a profession to the teacher's calling.

Let us consider now some of the reasons for encouraging a better preparation for teaching than has heretofore been required. Richard Grant White, in a recent article in the *North American Review*, says: "There is probably not one of those various social contrivances, political engines, or modes of common action called institutions, which are regarded as characteristic of the United States if not peculiar to them, in which the people have placed more confidence or felt greater pride, than its public school system. There is not one of them so unworthy of either confidence or pride; not one which has failed so completely to accomplish the end for which it was established. And the case is worse than that of mere failure; for the result has been deplorable and threatens to be disastrous." I think we may infer that Mr. White does not approve of our public school system.

Every intelligent superintendent of schools and a large number of intelligent teachers admit that the schools fall very far short of realizing the end for which they were established. They know better than any one else their shortcomings. If they were to follow Richard Grant White's method of interpreting statistics and judging of results, they would be able to make an array of evidence against the schools that would astonish even Mr. White. But they are able to see not only in what the schools have fallen short, but also in what they have succeeded, and they find that there is reason for encouragement in the progress that has been made.

But the day of reckoning is fast approaching. The results of 25 years of our present school system are beginning to be examined. There will be many who will cry failure, and not a few who will advocate a return to the flesh-pots of Egypt. There will be no such return, but the schools will take the next step forward in the process of their development. From the present mechanical stage they will pass into the scientific stage of their growth. The external organization will be preserved substantially as it is at present, but it will be subordinated to its place of one of the means to an end. That end will be ethical as well as intellectual. The arts and sciences will be taught not as ends but as means to the attainment of the higher purpose of the formation of mind. The results of the teacher's work will be tested, not so much by the application of the rules of percentage to the technical knowledge of the pupil, as by the aims which he has helped his pupils to form, the inspiration he has given to the working out of a noble and useful life, and that which is not less im

portant, by the aid that he has given him, through the methods by which he has been led in the construction of intelligent and philosophical methods for the attainment of his aims.

This does not imply any radical change in the present school organization or curriculum of study. It requires that the teacher look at his work from a different point of view. To be able to do this he must make a thorough and scientific study of his profession.

The following Committee on the Nomination of Officers was appointed:

1st District, James W. French; 2d, E. B. Milam; 3d, A. J. McCune; 4th, E. K. Tibbetts; 5th, J. M. Wallace; 6th, E. H. Butler; 7th, H. S. Tarbell; 8th, J. W. McBroom; 9th, W. H. Caulkins; 10th, C. P. Doney; 11th, Wm. J. Russell; 12th and 13th not represented.

R. A. Ogg, chairman of the Committee on Relief of Superannuated Teachers, stated that he was the only member of that committee present, and asked that two others be appointed to act with him. T. Trendely and E. H. Butler were added to this committee.

The Association then adjourned till 7:30 P. M., to be addressed by the Rev. O. C. McCulloch, on the subject of the "Science of Childhood." The lecture was exceedingly interesting to all who heard it, in spite of the extreme coldness of the weather, and will be fully outlined in a future number of the Journal.

THURSDAY MORNING, Dec. 30.—The exercises were opened with prayer by J. J. Mills, of Indianapolis.

The subject of the difficulty of raising means to defray the expenses of the Association was discussed. Mr. Bell offered a motion in the form of a resolution that the annual fee of members shall be 50 cents instead of 25. This was adopted. A committee was then appointed to assist in raising funds for the expenses of this meeting of the Association, consisting of W. A. Bell, J. M. Bloss, D. D. Blakeman, J. M. Wallace, and T. J. Charlton.

The Committee on the Nomination of Officers submitted the following report, which was unanimously adopted:

President—H. B. Jacobs, New Albany.

Vice Presidents—John Moore, New Harmony; J. A. Woods, Salem; C. W. Hodgin, State Normal School; William A. Bell, Indianapolis; Miss M. Hazlett, Lafayette; George Osborn, Marion; John S. Irwin, Fort Wayne.

Executive Committee—E. H. Butler, Winchester; O. L. Kelso, Bruceville; P. B. Stulz, Rising Sun; John M. Wallace, Columbus; J. L. Campbell, Wabash College; J. K. Waltz, Logansport; H. W. Wiley, Purdue University.

Recording Secretary—Mrs. Anna E. H. Lemon, of Spencer.

John Moore, Supt. of New Harmony schools, then read a paper on "The Advantages and Disadvantages of our School System Compared with that of Canada."

The gentleman is a native of Canada, and spoke evidently from a close and careful study of the school system of that country, especially of the province of Ontario. Among the suggestions offered was one which evidently struck a chord of sympathy throughout the audience, namely, that it would be about as judicious to make a farmer an inspector of steam boilers, or an engineer judge of the Supreme Court, as to leave the selection and authorization of school books to the county boards. He suggested, as an improvement upon the present system in Indiana, that the function of authorizing text-books for the schools of their respective counties be transferred from county boards to the state board, or some other responsible and properly constituted body of men, distinguished for eminent success and large experience in school works. By such a change fewer unsuitable and antiquated books would be found in our schools, greater symmetry would be given to our school system, and existing inconvenience and discouragement to those pupils who have to remove from one school to another would be removed, and a large expense saved to those parents whose circumstances require them to move from one county into another.

W. J. Charlton, who was to lead in the discussion of this paper, was absent.

A paper on "Anticipative Work in Teaching" was read by R. G. Boone, Supt. of Frankfort schools. This will be published in full in the School Journal.

D. H. H. Shewmaker, of the Muncie public schools, followed in a discussion of Mr. Boone's paper. He said:

Almost everything pertaining to teaching is, in its nature anticipative. All the details of school-room work must be provided for, and difficulties obviated by previous preparation. Not only the mechanical part of the work, but the results are anticipative. Unless the teacher is guided by an acquaintance with nature's laws in the development of the human mind, he must necessarily grope in darkness and do a hap-hazard kind of work. Every teacher is an artisan, preparing materials for the structure of society. Every boy and girl is rough granite to be smoothed into the structure. The teacher must comprehend the nature of his material, and then he can fashion and fit it to its proper place in the building.

Our people want strong incentives to thought and activity, and our schools want more than they have in that line. It is a sad fact that many promising habits of youth are injured in the school-room where they should be fostered and protected. All through the paper the author has insisted on the importance of knowing something of mind. Of course the teacher can not increase the natural capacities, but it is his vocation to assist them. The agriculturist is scientific and successful according as he knows the process of the growth of the plant, and the source from which it derives nourishment and strength. And so the mind-culturist must understand the nature of mind-growth, and the sources from which the mind derives nourishment and power. The teacher is the mind-culturist, and mind the principal material of his work, and unless he understands something of its philosophy, he is unfitted for the office of teaching.

Hon. A. G. Porter, Governor-elect of Indiana, was then called upon to address the Association. He said:

I feel pretty much at home when before a jury or promiscuous assembly of the people, but not before a company of teachers. One ought not to attempt to address them without having something to say. I have come here to-day to show you that I feel an interest in the cause of education. I hope that when you are here again I shall be able to throw open to you hospitable doors, and receive and welcome persons engaged in so grand and important a cause. You are engaged in a more important work than I shall be when put at the head of state. You are preparing those who are to take charge of the state a few years hence.

It seems to me that one part of the work of the teacher ought to be to direct the reading of the child. A child that has a fondness for reading has no desire to be among vicious associates. I believe that the best preparation of a boy for a virtuous life, is to interest him in good reading. A few years ago, when one of my boys was a little fellow, he was reading what I thought was a collection of novels. I said, "I don't like this novel reading habit, it must be stopped."

He said, "I wish you would read one of these books." It was a boy's book, about "The Coral Islands," I believe. I chanced to take it up on Sunday morning, and I didn't go to hear any preacher that day. Why, such books put into the hands of a boy are perfectly irresistible. And the boy chooses what he shall be by reading those books. You can catch the drift of a boy's mind quicker by tumbling before him a lot of boy's books, than any other way. I know a boy that has developed a remarkable fondness for the sciences by reading that little series of Harpers' on light, heat, air, water, electricity, each of which is worked into a story—with a little love mixed in, as must be in all stories—but the story is the thread on which are strung the jewels of scientific truth.

I hope the teachers of this state, so cultivated, so full of zeal and earnestness, will not only teach in school, but will endeavor to direct the reading of their pupils, in order that they become so interested that their evenings will not be spent among vicious associates, but in useful reading.

I now have only to say that when I shall be installed in office, I trust you will feel that there is one at the head of the state who estimates your services, and will sympathize with you in all your good and great undertakings.

Mr. John M. Bloss, State Superintendent-elect, was called for, and made a brief response as follows :

For the past 25 years I have been in sympathy with the school work of the state and the great progress it has made. I hope during the time for which I have been elected, that the State standard shall not be lowered. I am ready to adopt any views when I find them to be true ones. I endorse the old ones, and I am ready to make any step forward when it is thought to be proper.

The President then read the following telegrams :

"SPRINGFIELD, ILL., Dec. 30.

"Illinois returns greetings ; everybody happy, and wide awake.

"JOHN W. COOK,

"President Illinois State Teachers' Association."

DES MOINES, IA., Dec. 29

"May no polar wave of indifference freeze the springs or cool the ardor of your enthusiasm in behalf of education.

"R. G. SAUNDERSON,

"President Iowa State Teachers' Association."

THURSDAY AFTERNOON.—The first business upon reassembling was the presentation of a report by Hon. Jas. H. Smart,

on "Reading for Children," being a condensed statement of the papers printed in his annual report, in which several distinguished educators gave lists of books recommended for the use of children, and hints for their profitable use and study.

J. B. Roberts, principal high school, Indianapolis, discussed this subject in a well prepared paper, which will be published in full in the Journal.

Miss Carrie B. Sharpe, of Ft. Wayne public schools, then read a paper entitled, "Under the Surface," in which she exposed many of the faults and weaknesses of the working of schools that present a fair exterior. Her paper will be given in full in the School Journal.

Dr. Lemuel Moss, president of the State University, proposed the following resolution, which was received with applause and adopted by a rising vote :

Resolved, That this Association put on record its high appreciation of the services of the Hon. James H. Smart as Superintendent of Public Instruction for the past six years. His wisdom, fidelity and efficiency in the administration of his great office have done much to give consistency and permanency to the best features of our public school system, and to place Indiana in the very front rank of commonwealths in this regard. For Mr. Smart personally we wish to express our high consideration, and to utter the hope that Indiana may long retain his presence and the benefit of his activity and influence."

Horace S. Tarbell, superintendent of the Indianapolis schools, read a paper on "Special Schools for Juvenile Delinquents," a full synopsis of which will be printed in a future number of the Journal. An address on the same subject by Major J. W. Gordon, of Indianapolis, was listened to with great interest.

The following communication was submitted :

To the Indiana State Teachers' Association,

Convened in the City of Indianapolis, Dec. 30, 1880:

Island Park Assembly sends greeting, and in the interest of a closer acquaintance between the teachers of three great States—Indiana, Ohio and Michigan—requests the appointment of a committee of three members of your honorable body, who, with committees of a like number from Ohio and Michigan, shall advise with the Executive Committee of the Assembly concerning the details of a tri-state educational gathering, to be held on the grounds of the Assembly

some time in July, 1881. Believing that this is a most important matter, and that great good may come of it if properly conducted, we pray your attention and action.

For the Assembly :

A. H. GILLET,
Superintendent.

W. A. Bell, Indianapolis; Geo. P. Brown, Terre Haute; Jno. S. Irwin, Ft. Wayne, were appointed on this committee.

Dr. B. C. Hobbs then read the report of the Committee on the Examination of Dr. Richardson's work on Temperance. This was laid on the table.

R. A. Ogg then submitted the following report :

Your committee for considering the propriety and feasibility of a Mutual Benefit Association among teachers, desire to report that while they recognize the propriety of such an association, they deem the measure neither feasible nor practicable, nor yet demanded either by the exigencies of the case or by the general sentiment of teachers of the state.

E. H. BUTLER,
F. TREUDLEY,
R. A. OGG.

This report was accepted.

Mr. McRae then read the report of the Committee on Resolutions; which was adopted :

1. That the thanks of the Association are extended to the officers for the faithful and impartial manner in which they have discharged their respective duties, and to the hotels and railroads for liberal deductions.

2. That the practical workings of the present school law have illustrated the wisdom of its framers.

3. That the right of each child to an elementary education should be secured by adequate compulsory measures.

4. That proper provision should be made by which teachers of long experience and known success may be relieved from repeated examinations.

5. That the benefits of free libraries, supported and managed by local authority, should be enjoyed by all the inhabitants of the state.

6. That the educational exhibit of Indiana at the International Exposition of 1883 should receive especial attention, and to this end we commend the suggestions of Prof. Campbell.

7. That the Senate bill on the subject of national aid to education should become a law of the nation.

About 250 teachers accepted the hospitalities of the proprietor of the Grand Hotel, and closed up the Association with a grand banquet, which lasted till after midnight.

JOHN COOPER, *President.*

ANNIE E. H. LEMON, *Sec'y.*

COMMENTARY ON THE SCHOOL LAW OF INDIANA.



XVIII.

THE LAW OF APPEAL.

(CONTINUED.)

8. *County Superintendent may view premises.*—In case the location of a school house is involved, the superintendent may view the premises and seek such evidence as he may deem advisable. He may incorporate the information thus gained into the record as a part of the evidence of the case.

9. *Cases not Appealable.*—There are some acts of school trustees which are not subject to an appeal to county superintendents. County superintendents are limited in their jurisdiction to certain questions in the administration of school affairs. They can not settle any question in regard to a criminal or fraudulent act of a trustee. They may merely affirm or reverse the trustee's decisions in certain cases. Nor have they any jurisdiction over questions growing out of contracts between trustees and those who build school houses or furnish supplies therefor. These questions belong to the courts.

In case the people apply to the trustee asking him to dismiss a teacher, an appeal may be taken from the decision of the trustee to the county superintendent; but when a trustee dismisses a teacher for violation of his contract, I think an appeal may be taken to the courts, but not to the county superintendent. The county superintendent has no right to pass upon a mere breach of contract. It follows that inasmuch as teachers in cities and towns are dismissed, if at all, purely on the ground of breach of contract (see 42 Ind. 206) the county superintendent can not in such a case decide between the parties on an appeal.

Indeed there are few cases, if any, in which the acts of school boards in cities and towns can be reviewed by county superintendents on appeal. The reason for this is obvious, when it is remembered that no school meetings can be held by the patrons of city and town schools.

I am of the opinion, also, that questions arising out of the location or removal of township graded schools and of joint graded schools, and questions arising out of the employment and dismissal of teachers for such schools are not appealable. The reason for this is that appeals are allowed only in those cases in which the people have a voice, such as the location, removal, repair, etc., of a *district* school house, and the employment and dismissal of teachers of district schools. The law provides for no expression by the people of a township in relation to township graded schools. The establishment of township graded schools is entirely within the option of the township trustee, and the superintendent can not compel or prevent the establishment of such schools on appeal.

10. *The Courts may be Appealed to.*—The question as to how far the decision of the county superintendent in any case is final, is an interesting one. I am of the opinion, as before stated, that there can be no such finality in the decision of the county superintendent that the matter may not be taken into a court of competent jurisdiction. This can be the only construction placed upon the proviso in section 39, quoted above. Again, a trustee may refuse to act in accordance with the decision of the county superintendent. The county superintendent has no power to enforce his decisions, and if it be in favor of the appellant, he, or the appellant, must appeal to the court for a writ of mandamus to compel the trustee to act in accordance with the decision of the superintendent. In this connection I quote two Supreme Court decisions, which bear upon this point. The first is from 21 Ind. 317-321, and although it refers to the law of 1861, the present law being similar in its provisions, it is deemed to be applicable now.

"*Trager, Trustee, etc., v. The State ex rel. Goudie.* Common Schools, location of—Practice—Under the provisions of the common school law of March 11, 1861, the inhabitants of a township, or any portion of them, may petition the trustee for the location of an additional school district, or the erection of a school house, and, if the prayer of their petition is refused by him, they may appeal to the school examiner, and if he reverse the decision of the trustee, it will be the duty of the latter to grant the prayer of said petition, and, if he still refuse he may be compelled to do so by mandate. Acts of 1861, p. 70, § 9 *et seq.*, *id.* p. 75, § 25."

11. *Appeals to State Superintendent.*—The same rules in regard to the time allowed for taking an appeal and for making transcript, etc., apply in case of an appeal to the state superintendent as well as in an appeal to the county superintendent. An appeal bond seems to be necessary in case of an appeal to the state superintendent, although not required in case of an appeal to a county superintendent.

In case an appeal is taken from a county superintendent to the state superintendent, the county superintendent should make a transcript of the record and send it, together with all papers in the case, to the state superintendent, with his certificate endorsed on the same. He should specifically certify, for example, that A B applied for a certificate on a certain day, that upon examination a license was refused upon certain grounds, which must be stated. The superintendent must also certify that the inclosed papers are the papers made by the applicant, and are those on which the applicant was rejected. A copy of the questions used in the examination should be sent, duly certified. The appeal bond should also be sent to the state superintendent.

When the county superintendent refuses to grant a license to an applicant, or revokes a license already granted, the reason for such act should be clearly stated to the applicant or teacher. If the evidence of moral character be satisfactory and the scholarship be defective, then the issue should be made upon the question of scholarship alone, and *visé versa*. In case a refusal to license is based on the county superintendent's previous personal knowledge and an appeal is taken, the superintendent should make a statement of the facts and make affidavit to the same, and furnish it with corroboration.

rative testimony to the state superintendent. The testimony of the accused, together with such other evidence as he may submit to the county superintendent, should also be forwarded.

12. *Remedy when County Superintendent Refuses to allow an Appeal.*—Question—If a county superintendent refuses to entertain a petition for appeal, and refuses to send papers to the state superintendent, what can be done?

Answer—If an appeal is taken in due form, the state superintendent can require the county superintendent to forward the papers to the Department of Public Instruction for inspection, or he can visit the county and make an examination into the facts of the case, and render a decision which will be binding upon all parties interested. The county superintendent may also investigate and render judgment, when a trustee improperly refuses to allow an appeal.

13. *Amount of Appeal Bond.*—Question—What shall be the amount of an appeal bond?

Answer—It is seldom that any expense attends an appeal from a county superintendent to the state superintendent, but in case the state superintendent were obliged to visit the county and take testimony, it might involve an expense, probably not exceeding \$25.00. A bond for \$25.00 would probably be sufficient.

14. *A Specific Case.*—Question—A trustee agrees to permit the people to select a teacher. The people select, and the trustee refuses to employ. Can the county superintendent, on appeal, compel the trustee to employ the person so selected?

Answer—No. The obligation to employ the teacher so selected is a moral obligation, not a legal obligation. A promise by a trustee to perform an act not contemplated by law does not constitute a legal obligation. The county superintendent has no authority by which he can compel a trustee to perform a moral duty.

15. *Another Specific Case.*—If a trustee promised Mr. A that he would employ Mr. B to teach a certain school, and fails to keep his promise, I think a county superintendent has no authority to compel a fulfilment of the promise; but if a trustee make an agreement with Mr. B that he will employ him in a certain school for a certain compensation, this may be of the nature of a contract, and if so the county superintendent would have the right to determine the case on appeal. It must not be inferred from this that the county superintendent can enforce the execution of a contract. He can decide what the contract is, and this decision can be used in evidence against the trustee if the case be taken into court.

16. *Another Specific Case.*—In case a county superintendent revokes a license by irregular proceedings, can he, on discovering the irregularity, rescind his decision making such revocation, and summon the defendant to appear again before him for trial? The law allows a period of thirty days within which an appeal may be taken from the decision of a county superintendent. I am of the opinion that the county superintendent may, at any time within the thirty days allowed for taking an appeal, rescind a decision which has been reached by irregular proceedings, and summon the defendant to appear again for trial; provided that the defendant has not filed with

the county superintendent a petition for an appeal. And I think that if the defendant files such petition for an appeal, it is the duty of the county superintendent to submit the case to the state superintendent on the record as it is. He can not rescind his decision after an appeal has been taken from it.

17. *Can a County Superintendent Subpoena Witnesses in an Appeal Case?*—As shown in Ch II, par. 14, a county superintendent can not compel the attendance of witnesses by subpoena. A subpoena is an instrument requiring the attendance of a witness, under penalty for failure to respond. The county superintendent has no bailiff to obey his orders in arresting and compelling the attendance of witnesses, nor can he fine for contempt of court.

18. *Records of Appeals.*—In all cases the county superintendent should make a careful and complete record of his proceedings and of his findings.

XIX.

THE LAW OF CONTRACTS.

THE LAW.

There are no statutory provisions in regard to contracts which relate specifically to common schools, except those in regard to township institutes, which may be found under that head. Teachers' contracts are therefore governed by the general law regulating all contracts.

COMMENTS.

1. *Teacher's Contract Defined*—A teacher's contract is an agreement between a school trustee of a township or a school board of a town or city and a properly qualified person, by which the party of the first part—the school officer—employs the party of the second part as a teacher of a school, with an agreement to pay such teacher for services rendered under such contract, and in accordance with the laws of the state; and by which the party of the second part agrees to render competent service as a teacher, in accordance with the terms of the contract and the laws of the state, and in accordance with the rules and regulations which may be made by the school officers under such laws.

A contract may be "expressed" or "implied." An "express" contract is one in which the terms of the agreement are openly uttered and avowed at the time of making them. An "implied" contract is one in which justice and equity require something to be done, although no express contract be made in relation to the matter; as, for example, a trustee requests a teacher to continue his school longer than the time for which an express contract was made. There is an implied contract here that the trustee will pay the teacher the usual price for his services, although no express contract binding him to do so exists.

An express contract may be in writing or may be verbal. While it is true that it may, in some cases, be impossible to make a written contract before the school opens, this should be done in all cases where it is practicable. The law is very explicit in requiring a written contract by which the teacher is bound to attend township institutes, but it does not specifically require that the contract in regard to wages, etc., shall be in writing. Verbal contracts, however, are often difficult to prove, and they frequently give rise to controversy. Trustees and teachers are both advised to insist upon a written contract as soon as it is practicable to make one after the teacher is verbally engaged. A verbal contract is not binding unless the act is to be performed within the space of one year from the making thereof.

A *void* contract is one that contains within itself fraudulent or illegal propositions to such an extent that it can not be made good by any agreement or ratification on the part of the parties to it. A *voidable* contract is one in which there are some defects which may be cured by subsequent proceedings or ratification. A voidable contract may be made void by certain proceedings.

Certain provisions of a contract may be void and other provisions of the same contract may be good.

2. *The School Law a part of every Contract.*—All teachers' contracts must be in accordance with the law of the state, or, in other words, the school law must always be a part of a teacher's contract. It follows that an agreement in relation to teaching school in which either party agrees to do anything contrary to law is, so far, no legal contract. No teacher can make a contract of which the school law is not a part, whether expressed or not. A legal contract may be made, by which either party may agree to do things not specified by the school law. But these additional provisions must be in accordance with the spirit and intent of the law, and never contrary to them. For example, the teacher may contract to perform janitor's service; but he can not make a legal contract by which he is exempted from attending township institutes. No one can legally contract to violate the law.

3. *Can a Minor make a Contract?*—Answer—While it is true that in general no suit can be maintained against a minor for damages arising from a breach of contract, a contract can be made between a minor and a school officer, by which the school officer is bound. The law impliedly permits minors to teach. It also requires all public school teachers to enter into a contract. A contract may be made between a school officer and a minor, which will hold for all practical purposes.

4. *Trustee Contracts as an Officer.*—A contract between a school officer and a teacher is not made by such officer in his individual capacity, but in his official capacity. Hence a legal contract is between the teacher and the *school corporation* for which the individual officer is *trustee*.

5. *Miscellaneous Questions arising under Contracts.*—1. Can a teacher commence school without making a contract?

Answer—He can commence school without having made an *express* contract; but if he commence a public school with the consent of the school officer, he necessarily makes an implied contract to teach un-

der the laws of the state. A written contract should, however, be made in all cases before a teacher commences his school.

2. Is a verbal contract binding?

Answer—Yes; but teachers and school officers should not depend upon verbal contracts. The law inferentially requires written contracts.

3. Suppose that in a written contract the amount of wages to be paid is not stated, what can the teacher recover?

Answer—In such case the school officer makes an implied contract to pay the teacher what his services are worth. As a rule, the wages usually paid for such services would be the proper standard.

4. If a school officer fails to require a teacher to contract to attend the township institutes, is the teacher still bound to attend?

Answer—The school law requires the teacher to attend township institutes or forfeit one day's wages for every day's absence therefrom, unless such absence shall be occasioned by sickness. This obligation enters into every teacher's contract, whether expressed or not. The school law must always be a part of every teacher's contract, whether so expressed or not. The failure on the part of the trustee to insert such a provision in the contract does not relieve the teacher from the obligation to attend township institutes.

5. When the law requires a certain thing to be done, or confers certain rights upon the teacher or the patrons of the school, can a trustee require certain other and contrary things in a contract?

Answer—Any contract that requires or permits anything contrary to law is just so far void. The law can not be set aside by a contract.

6. If either party to a contract makes misrepresentations in regard to the matter concerning which the contract is made, is the contract void?

Answer—To set aside a contract on a plea of misrepresentation, it must be shown that the representations were both false and fraudulent.

7. Does the failure of one party to perform his part of the contract afford a means of releasing the other party from its provisions?

Answer—In general, Yes? If one party fails to perform his part of the contract, it gives the other party an opportunity to break the contract. But when a party to a contract temporarily fails to perform some minor particular of the contract, and the other party permits the former to subsequently go on and perform service, without protest, the right to set aside the contract is waived and the contract will hold. For example, a teacher might be detained from school for several days by sickness. If the trustee permitted the teacher to subsequently go on with his work, he would waive his right to take advantage of the teacher's failure.

8. How far is a teacher bound by the rules and regulations of the school officer?

Answer—The school law requires school officers to take charge of and manage the schools of their respective corporations, and impliedly, to make needful rules and regulations for their government. When such rules and regulations are needful to the efficient management of the schools, and are not in conflict with the spirit and letter

of the school law, they become a part of the teacher's contract. The same is true of the proper and lawful rules of the county board of education.

9. How can a contract become inoperative ?

Answer—By a failure of either party to carry out his part of the contract; by mutual agreement; by any occurrence which renders it impossible to carry on the school, as the permanent sickness of the teacher, the burning of the school house, coupled with the impracticability of furnishing another, etc. The contract is binding on the trustee so long as the teacher performs his part of it under the law. If a teacher is prevented from carrying out his part of the contract through any fault of the trustee or the corporation, then the teacher may recover damages. When a teacher's license is revoked by the county superintendent, or when he is legally dismissed by a school officer, of course the contract is thereafter null and void.

10. If a teacher has made a contract to teach a school and fails to get a license from competent authority, can he legally draw pay under the contract ?

Answer—No. The law requires a teacher to hold a valid license *before* he commences his school, and it thus becomes a part of his contract that he will hold a license.

12. Will a contract made by one school officer bind his successor ?

Answer—A contract is made with the corporation of which the school officer is the trustee; hence, a legal contract will bind a trustee's successors just as far as it would bind himself should he remain in office.

12. How far can a trustee be made personally responsible for promises or contracts made with a teacher ?

Answer—For any legal contract made under the school law the corporation is responsible; but for any contract or promise outside of the school law or contrary to it, whatever responsibility there may be will attach to the trustee individually.

13. How long before school commences has a trustee the right to contract with a teacher ?

Answer—This question can not be answered very definitely. The people have the right to object to the employment of any particular teacher they do not wish to be employed, and a township trustee can not employ any person to whom legal objection has been made. It is held that such objection, to be valid, must be made *before* a contract has been entered into. A reasonable opportunity must be given the patrons of a school to make the objection. A reasonable time before the commencement of the school must also be given to the trustee to find a good teacher. In general, if a trustee makes a contract earlier than usual, and for the purpose of preventing the people from exercising the right of objection, or for the purpose of preventing his successor from exercising his right of choice of a teacher, such contract would not hold. A trustee may obviously make a contract with a teacher to teach a school which commences before the trustee's official term expires, but which extends after his successor is elected and qualified. Such a contract would bind the successor. I think a trustee should not make a contract with a teacher to teach a school which commences after his successor is qualified. These suggestions are not all applicable to the contracts between teachers

and trustees of towns and cities, because but one trustee goes out of office each year. and because the law does not provide for a legal objection to the employment of a teacher on the part of the patrons.

14. In the absence of a contract, can a teacher be required to perform janitor's service?

Answer—I think not. This subject is fully discussed in the chapter on miscellaneous topics.

XX.

THE LAW OF ENUMERATION.

THE LAW.

SECTION 14. The trustees of the several townships, towns and cities, shall, between the first of March and the first of May in each year, make an enumeration of the children, white and colored, within their respective townships, towns and cities, between the ages of six and twenty-one years, exclusive of married persons; and in making said enumeration, the trustee shall distinguish between the white and colored children, enumerating them in separate lists, and shall list the names of parents, guardians, or heads of families, male and female, having charge of such children; and opposite each name, in appropriate columns, he shall enter the whole number of such children in charge of the person so named specifying particularly, the number of males, the number of females, the number of the school to which such person is attached for school purposes, and the number and initials which designate the congressional township in which such person resides, including in said list and enumeration, the names of such persons as have been transferred to his township, town or city, from other townships, towns or cities, and the enumeration of their children, and excluding therefrom the names and number of children of such persons as have been transferred from his township, town or city, to other townships, towns or cities, and each township trustee, upon making the first enumeration after the taking effect of this act, shall inquire of each person whose name he so lists, to which school he or she desires to be attached, and such person, upon making their selection, shall be considered as forming the school district of the school selected, and none shall be allowed thereafter to attach themselves to, or have the privilege of any other school but by the consent of the trustee, for good cause shown; and at subsequent enumerations, the same inquiry shall be made by the trustee of the parent, guardian, or head of family, having charge of children between the ages aforesaid, whose residence has been changed, or whose children have become subject to be enumerated for the first time since the last enumeration; and in case a change in the location of a school in the township has been made since the last enumeration, the trustee shall make the same inquiry of the persons whose school privileges are affected by such changes. But such inquiries need not be made by the trustee of incorporated towns and cities when they take their enumerations. The persons listed in each of such towns and cities, shall be considered as forming but single school districts therein, distinct from the townships in which they are situated.

SEC. 2 of an act of May 13, 1869. All children of the proper age, without regard to the race or color, shall hereafter be included in the enumeration of the children of the respective school districts, townships, towns and cities of

this state for school purposes; but in making such enumeration the officers charged by law with that duty shall enumerate the colored children of proper age, who may reside in any school district, in a separate and distinct list from that in which the other school children of such school district shall be enumerated.

SEC. 18. Each trustee shall, on or before the first day of May, annually, report to and file with the county superintendent of the proper county, a copy of his said list and enumeration, with his affidavit endorsed thereon, to the effect that the same is, to the best of his knowledge and belief, full and accurate, and that the enumeration does not include persons who are less than six nor more than twenty-one years of age.

SEC. 19. When a congressional township is located in two or more counties, the proper trustee for each portion thereof in the several counties, shall report at the same time, and in like manner, as provided in the last preceding section, to the county superintendent of the county in which the congressional township fund of such township is held in trust and managed.

SEC. 40. When any trustee shall neglect to file with the county superintendent an enumeration of the children of the township, town or city, as heretofore provided, the county superintendent shall, immediately after the first day of May in each year, employ a competent person to take the same, and allow a reasonable compensation for such services, payable from the special school revenue of the township, and shall proceed to recover the same in the name of the State of Indiana, for the use of said revenue of said township, by action against the said trustee in his individual capacity; and in such suit the county superintendent shall be a competent witness.

SEC. 22. On failure of any trustee to make * * * the report of the enumeration required by the sixteenth section of this act, * * * to the county superintendent at the time, and in the manner specified for the report, the county superintendent to whom such report is due shall, within one week of the time the next semi-annual apportionment is to be made by the auditor of his county, notify said auditor, in writing, of any such failure, and the auditor shall diminish the apportionment of said township, town or city, by the sum of twenty-five dollars, and withhold from the delinquent trustee the warrant for the money apportioned to his township, town or city, until such delinquent report is duly made and filed. For said twenty-five dollars, and any additional damages which the township, town or city may sustain, by reason of stopping said money, said trustee shall be liable on his bond, for which the county commissioners may sue.

SEC. 41. The county superintendents shall, on or before the 15th day of May, annually, make out and forward to the state superintendent the enumeration of their respective counties, with the same particular discrimination required of the trustee. * * On failure of any county superintendent to make his report of enumeration by the 15th day of May, his county shall be subject to a diminution of twenty five dollars in the next apportionment of school revenue by the state superintendent. The sum thus withheld may be collected from said county superintendent in a suit before a justice of the peace, prosecuted in the name of the State by any person living in said county who has children enumerated for school purposes for the current year, who is aggrieved by said diminution, said suit shall be commenced within two years from the time when said report was due, and not afterwards; *Provided*, That said county superintendent may discharge himself from liability to such suit, by a certificate of the postmaster, that said report was mailed in due time, together with his own affidavit of that fact.

SEC. 42. The county superintendent shall make out from the list of enumeration, and the reports of transfers, the basis of the apportionment of school revenue to the several townships, towns and cities, of their respective counties, and parts of congressional townships of adjoining counties, whose congres-

sional township fund is managed in their counties, and report the same to the proper county auditor by the first day of November [June], annually, so as to enable the county auditor to accurately apportion the school revenue for tuition, according to section 118 of this act.

COMMENTS.

The questions arising under the law of enumeration are few in number. Hence very few opinions have been given by this department, and few decisions of the courts have been given in reference to enumeration. I append, however, a few observations which may be of some assistance to school officers.

1. *What Names to Record.*—In making an enumeration the names of the children are not taken. The names of the parents or guardians are listed, and the number of children in their charge is placed opposite their respective names. The children are merely enumerated or numbered, but their names are not taken.

2. *Who should be Enumerated.*—The enumeration should exclude all persons who are not six years old as well as those who have reached the age of 21 years. It should also exclude all married persons.

If a person is one day less than six years of age, or has reached the age of twenty-one, when the enumeration is taken, such person can not be legally enumerated.

The enumeration should include all persons liable to enumeration who are temporarily absent from home. The enumeration should exclude all who are not residents of the corporation.

Only *bona fide* residents should be enumerated, as such only are entitled to school privileges, and a person who comes into the corporation temporarily in order to obtain school privileges is not entitled to them.

3. *The Domicile of a Child with the Guardian of his Person.*—A person is not necessarily emancipated simply because he has a guardian appointed. One or both of a minor's parents may be living, and yet he may have a guardian of his property appointed. In such a case his domicile is not with his guardian, but with his parents. If both his parents are dead, his domicile is with his guardian. A minor may be emancipated from his parents while they are living, and a guardian of his person appointed. In such case his domicile is with his guardian.

4. *Enumeration in Congressional Townships.*—The trustee of a civil township which includes part of a congressional township whose fund is managed in another county, is required to make two reports of the enumeration of such part of a congressional township; one, (which may be included in the report of the enumeration of the civil township), to the county superintendent of his own county; the other, to the county superintendent of the county in which the fund of such congressional township is managed. This is designed to furnish the county superintendent the data requisite to make the basis of distribution of the revenue of such congressional township to the several parts thereof. Auditors' reports to this office indicate that trustees frequently omit or neglect to make the latter of the two above named reports, and consequently that these parts of townships lose their portion of the congressional township revenue.

EDITORIAL.

As the State Board sent out no questions for December, none are printed in this month's Journal.

A large number of items and reports of institutes have been crowded out of this number of the Journal, and yet we give 64 pages.

In all cases where teachers did not pay for the Journal at the time of subscribing, it was understood that they should pay as soon as the first draw was made on the trustee. Our books indicate that *some* teachers have forgotten this.

A. Bronson Alcott, the distinguished Boston teacher of ye olden time, at present Dean of the Faculty of the School of Philosophy at Concord, Mass., has just spent a week in Indianapolis, to the great delight of a large circle of people who love occasionally to get out of their senses and explore new lines of thought and have suggested to them new lines of thinking and living. Mr. Alcott is now 81 years of age, is hale and hearty, his mind as vigorous as ever, and he has not tasted flesh or even butter and milk as food for more than 50 years.

REMEMBER that W. T. Harris will begin his lectures on the Philosophy and History of Education, at the State University, Feb. 10th. See Jan. Journal for full programme. No man in this country is superior to Dr. Harris in his knowledge and appreciation of the topics to be discussed. While the occasion will be a great benefit to all who may be present, it ought to be of special advantage to those who hold or expect to hold leading places in educational work. These lectures are free to all, and it is hoped large numbers of the superintendents and teachers of the state will arrange to attend. For further information and particulars, address Pres. Lemuel Moss, Bloomington, Ind.

THE STATE TEACHERS' ASSOCIATION.

The principal part of the body of this Journal is taken up with the minutes of the late Teachers' Association. The full and accurate report of the different papers and discussions will enable the reader to gain a very correct idea of what was done and said. The meeting was not as large as usual, owing to the severity of the weather, but the interest and the character of the work were up to the average standard. It was said, by several good judges, that the appointed exercises were above the average in point of merit. Most of them came within the limits of time designated by the Executive Committee.

The principal criticism to be made is that the time was completely filled by the appointed exercises, so that there was no opportunity left for discussion. The

Journal will never be quite happy until it sees the experiment tried of having but one subject for each half-day's session. Let important topics of general interest be selected, and then give ample time for a general expression and comparison of opinions. In this way more persons will become interested, and the general drift of sentiment can be ascertained.

THE PHOTOPHONE.

Readers of the Journal may remember the article in the July, 1876, number, by Mr. A. W. Brayton, of the Indianapolis High School, on the Telephone. This was the first succinct account of it we remember to have seen in any educational publication. In four short years the telephone has revolutionized city business communication, and has developed a new industry. Indianapolis has a large manufactory, and supplies call-boxes and switch-boards to many European companies. Since the telephone, we have had Edison's speaking phonograph, and the microphone. These are marvels in science, although they do not promise any such practical results as we have in the application of the telephone to commercial intercourse.

But the man of science works right on, and thinks no more of the practical value of his discoveries than Homer of the practical value of his Iliad.

"The knowledge of this wonderful universe is a thing profitable in itself, and requires no practical application to justify its pursuit." (Tyndall.) Still the greatest material triumphs have been episodes in the search after truth for its own sake. Whether the photophone will be of use, or will be shelved with the phonograph, remains to be seen, but in point of scientific interest the photophone is as remarkable as the telephone or phonograph.

Wherever a beam of light may be flashed from one point to another, there the photophone may be worked. In military signaling it promises to displace the heliograph, which, in the English army, is sometimes used to flash sunlight signals fifty miles or more.

The photophone consists of a transmitting and a receiving instrument. Between the two there is nothing but a line of light to act as a medium. The transmitter consists of a small round flexible mirror of mica silvered on the back. A ray of sunlight is concentrated on the mirror, and the reflected beam is projected to a distant station, where it is received on a parabolic mirror. The mirror concentrates the light on a thin film of the metal selenium which is placed in the focus, and the film is then connected with a telephone and a galvanic battery in the same local circuit. Now, if a person directs his voice against the back of the transmitting mirror it vibrates, similarly to the disk of a telephone, and the agitation is communicated to the beam of reflected light. While the undulatory beam of light shines all the time upon the receiving selenium plate its intensity is subject to rapid variations. These produce, equally, rapid changes in the electric current which traverses the selenium, and every rise or fall of the conductivity of the selenium is thus transmitted to the telephone and made audible by the vibrations of its diaphragm; we

then have the startling fact that *spoken words can be reproduced by the action of light*.

Nor is the emission of sound under the influence of varying illumination confined to selenium. Antimony and hard rubber emit the loudest sounds, and the probability is that all substances in the form of their diaphragms will emit sound under the action of variable light. The photophone, then, is not merely a new accoustic instrument, but has led to the discovery of the fact that matter in general is susceptible of molecular change, under the influence of light, to a degree and by a method which had not previously been suspected. For detailed descriptions see the Scientific American, Sept. 18, and Oct. 2; the American Journal of Science, October, 1880, and Nature, Sept. 23, 1880. The principles on which the photophone is dependent were first stated by Prof. Bell, the inventor of the telephone, in a communication to the American Association, at Boston, last August.

THE INDIANA UNIVERSITY.

At the request of the president, the trustees of the State University appointed a committee of three to make a critical inspection of the institution and report the same to the trustees. The committee consisted of State Superintendent Jas. H. Smart, John M. Bloss, superintendent elect, and Rev. H. C. Mabie, of Indianapolis. The following abstract is taken from the report made.:

“In accordance with the request accompanying the appointment, the committee spent a week in attendance upon the exercises of the university. They were present daily inspecting the condition of the property, observing the discipline of the institution, listening to recitations in every department, conversing freely with each of the professors respecting his department, questioning the students upon the work in hand, and observing carefully the needs of the institution with reference to yet higher efficiency. The visitors feel warranted in reporting that the internal workings of the university are more highly satisfactory than at any previous period. For the sake of clearness we specify as follows:

The faculty appear to be working together in entire harmony. Some of the professors, having been long in their places, are able to add ripe experience to their natural gifts and wide acquisitions. We are confident, that as a whole, the character of the work done is of a very high order.

The committee were impressed with the large number and high order of the students in attendance. The number in all departments is 349. The grounds, fences, buildings, museums, apparatus, etc., are in most perfect condition. The absence of anything like mutilation of the walls and furniture struck the committee as both pleasing and commendable. The library and reading room are well arranged, and convenient of access, and the museum has lately been arranged, classified and labeled.

The discipline of the institution is admirable. The deportment of the students, in the city, on the ground, in the chapel and recitation room, appeared

to us unexceptionable. The students do not appear to be cramming, but are evidently developing into independent thinkers and investigators. Some of the classes are altogether too large to be handled to the best advantage. There is a pressing necessity for more instructors.

The needs of the institution are: 1. There are needed two additional teachers. 2. The salaries of the professors are inadequate. With return of prosperous times, we think it is no more than just to these worthy servants of the State that an addition, commensurate with the general prosperity, be made to their salaries. 3. The library, consisting of about 8,000 volumes, should be greatly enlarged at once. 4. A fire-proof building, in which to place the library, is most desirable. 5. The laboratory is, for the most part, well equipped, but one or two pieces are imperatively needed at once. 6. We believe that the physical training of the students is a matter of importance, and one thus far wholly neglected. We therefore recommend the construction of a plain and economical gymnasium. 7. We mention last, but only for the sake of especially emphasizing, the need of a first-class astronomical observatory, such as our state has never had, with such apparatus as at least two of our professors are splendidly qualified to use. Without making any invidious distinctions, one of these professors has been styled, by Professor Proctor 'The American Kepler.'"

MISCELLANY.

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED IN JANUARY—BY THE MEMBERS OF STATE BOARD.

GEOGRAPHY.—1. They would be subjected to a much lower temperature unable to cultivate cereals, they would have to live largely upon fish and such wild animals as could bear the climate; they would therefore, as a rule, remain in a barbarous, or, at best, a semi-civilized state.

2. It is supposed to be an island. Because so much of it is covered by permanent bodies of ice and snow that the existence or absence of an isthmus joining it to the mainland can not be determined.

3. Wheat, corn, rye, oats and barley.

4. Upon heat and moisture.

5. Physical geography treats of the natural divisions of the earth, the distribution of land and water, climate, ocean currents, minerals, soils and animals, and of the laws governing these. Political geography treats of the nations into which the inhabitants of the earth are divided, their social condition, governments, and the countries they inhabit, as such.

6. Indianapolis, in Marion county, on the White river, in the center of the state; Evansville, in Vanderburgh county, on the Ohio river, in the south-

west corner of the state; and Fort Wayne, in Allen county, at the junction of the St. Mary's and St. Joseph's rivers, forming the Maumee river, in the north-eastern part of the state.

7. From China. Because a foreign laden vessel would probably take its cargo all at one port when it could be bought at the lowest cost, and China is the only country which would meet all the requisitions.

8. Great Britain has the most, and Austria has the least.

9. The Chinese Empire.

10.

Country.	N. Bound.	E. Bound.	S. Bound.	W. Bound.	Capital.
Peru.	Ecuador.	Brazil and Bo-	Bolivia.	Pacific Ocean.	Lima.
Spain.	Bay of Biscay and France.	livia. Mediterr. Sea	Med. Sea and Atlant. Ocean.	Atlant. Ocean.	Madrid.

PHYSIOLOGY.—1. The large amount of intervertebral cartilage in the spinal column gives it so much elasticity that the brain and other vital organs are largely protected from jars and shocks, and with little motion between any two vertebræ; the spinal column, as a whole, possesses very great flexibility, giving freedom of motion with safety and strong support.

2. By alternately giving and withholding from animal coloring matters in their food the bones will become tinged in layers, showing deposition of fresh materials, and by the passing away of the color from the bones after an interval of time, the absorption of old material is shown.

3. It produces muscular exhaustion, normal exhaustion, and vitiation of the tissues and fluids of the body. Children have greater comparative vitality and supply the waste of the body more readily than adults, and recuperate more thoroughly under the effects of sleep.

4. Sea-bathing. Because of the stimulant effect of the salt upon the surface, the exercise usually taken in the open air, in pleasant company when bathing, as also the general effects of the pleasant atmosphere during the bathing season.

5. Bread and butter. Because these two articles have in them the various classes of organic substances necessary for food.

6. Upon the saccharine and saline, which it dissolves, and upon the starch, which by chemical action it changes into grape sugar.

7. The arteries when wounded bleed rapidly, and soon empty the heart and blood-vessels, and therefore are deep-seated for protection and freedom of action. Veins, having valves, are less liable to this trouble, and also being near the surface are acted upon more by the muscles, which aid the return of blood to the heart.

8. The diffusive power of gases overcomes gravitation and mixes it quite thoroughly with the air, while the winds assist in this, and rains wash it out of the air to a great extent.

9. The teeth should be thoroughly cleansed after sleep and after each meal, to remove all articles of food, the fungus growing from the saliva, and all other impurities. All harsh and acid dentrifices should be avoided as being destructive to the enamel and substance of the teeth.

10. Because of the decussation of the nerves in the medulla oblongata, which crosses them to the other side of the body.

ARITHMETIC.—1. If the dividend and divisor are concrete numbers, the quotient will be an abstract number. Thus: $12 \text{ yd.} \div 4 \text{ yd.} = 3$.

Proof: 3 times 4 yd. = 12 yd, or $\frac{1}{3}$ of 12 yd. = 4 yd.

2. $77^\circ 15'$ long., N. Y.
 $2^\circ 20'$ long., Paris.

$79^\circ 35'$ diff. of long. . . . 5 hr. 18 min. 20 sec. diff. of time.

17 hr. — (5 hr. 18 min. 20 sec.) = 11 hr. 41 min. 40 sec.

Hence when it is 5. A. M. at Paris, it is 11 o'clock 41 min. 40 sec. P. M. of the previous day at N. Y.

3. $12\frac{1}{2} - 4\frac{3}{4} = 8\frac{1}{4}$ cost per lb.
 $(12\frac{1}{2} \times 23\frac{2}{3}) \div 8\frac{1}{4} = \frac{25}{2} \times \frac{71}{3} \times \frac{14}{113} = 36\frac{231}{113}$. No. lb. at $8\frac{1}{4}$ ct. per lb.
 $36\frac{231}{113} - 23\frac{2}{3} = 12\frac{231}{113}$ He could have bought $12\frac{231}{113}$ lb. more if he give $4\frac{3}{4}$ ct. less per lb.

4. 5 hectares = 50,000 centares.
 2 ct. \times 50,000 = \$500.

5. Since 10 m., in 8 da., of 8 hr. each, can cut 46 cd.
 : 1 m. " 8 da. " 8 hr. " " " $\frac{46}{8}$ cd. = $5\frac{7}{8}$ cd.
 : 1 m. " 1 da. " 8 hr. " " " $\frac{46}{8}$ cd.
 : 1 m. " 1 da. " 1 hr. " " " $\frac{46}{8 \times 8}$ cd.
 : 1 m. " 1 da. " 9 hr. " " " $\frac{46 \times 9}{8 \times 8}$.
 : 1 m. " 24 da. " 9 hr. " " " $\frac{23 \times 4 \times 9 \times 24}{5 \times 8 \times 8} = \frac{23 \times 4 \times 9 \times 3}{5 \times 8}$.
 : 36 m. " 24 da. " 9 hr. " " " $\frac{23 \times 4 \times 9 \times 3 \times 36}{5 \times 8} = 558.9$ cd.

6. B $\frac{c}{a}$? = B 100 per cent. B $\frac{a}{c}$? = B 100 per cent.

$$\left\{ \begin{array}{l} A \\ D \end{array} \frac{b}{a} ? = \left\{ \begin{array}{l} A \\ D \end{array} 82\frac{1}{2} \text{ per cent.} \right\} \left\{ \begin{array}{l} A \\ D \end{array} \$550 = \left\{ \begin{array}{l} A \\ D \end{array} 83\frac{1}{3} \text{ per cent.} \right\}$$

$$P. = R 17\frac{1}{2} \text{ per cent.} \quad P = R 16\frac{2}{3} \text{ per cent.}$$

a is what the horses cost C.

b is what the horses cost C, also what B received for them.

c is what the horses cost B.

$$(a) \frac{\$550 \times 3 \times 100}{250} = \$660, \text{ what the horses cost C.}$$

$$(c) \frac{\$660 \times 2 \times 100}{165} = \$800, \text{ what the horses cost B.}$$

$$\text{or, } \frac{\$550 \times 3 \times 100 \times 2 \times 100}{250 \times 165} = \$800. \text{ Ans.}$$

$$7. \frac{\$9 \times 391 \times 327.45}{100 \times 360} = \$32.008 +$$

$$8. (a) \sqrt{64} = \text{the square root of 64.}$$


$$*(b) 8^{\frac{2}{3}} = \text{the cube root of 8 squared.}$$

$$(c) \sqrt[3]{64} = \text{the cube root of 64.}$$

$$d \sqrt{\sqrt{64}} = \text{the square root of the square root of 64.}$$

$$(e) (\sqrt[3]{\sqrt{64}}) = \text{the cube root of the square root of 64.}$$

* $8\frac{2}{3}$, in the question, should have been printed $8\frac{2}{3}$, or 8 to the $\frac{2}{3}$ power.

- 9 C
- 
- The fig. A B C represents the base of the pyramid, each side of which is 3 feet. Since the sides are equal, a line drawn from C to the middle point of A B will be perpendicular to A B, and will be the altitude of the triangle.

But $C D = \sqrt{A C^2 - A D^2} = \sqrt{9 - \frac{9}{4}} = \sqrt{\frac{27}{4}} = \frac{1}{2} \sqrt{27} = 2.59807 +$
 \therefore The area in sq. ft. $= \frac{3 \times 2.598071}{2} = 3.8971 +$

The volume in cu. ft. $= \frac{3.8971 \times 9}{3} = 11.6913$

$\$2.50 \times 11.6913 = \$29.228 +$.

10. I would not. A rule, in arithmetic, is but a concise statement of the mechanical method to be pursued in obtaining a result. Thus, the rule for dividing a fraction by a fraction, as taken from a standard arithmetic is: "*Multiply the dividend by the reciprocal of the divisor.*" The rule gives the pupil no reason for the process, hence repeating it from memory would give him no additional knowledge.

A rule which the pupil does not deduce from an analysis, by which he receives a thorough conception of the reasons underlying it, is to the learner as "sounding brass and a tinkling cymbal."

HISTORY.—1. History is intended to record the progress of man in wealth, culture, and character. As character is the highest quality and aim, in individuals and nations alike, the topics of most importance are those which set forth and explain man's mental and moral improvement. Other topics, as wars, political affairs, social organization, industrial progress, are by no means unimportant, but they are subordinate to the first class, and are of value almost solely because of their relation to those.

3. The first telegram in the United States was the announcement of Mr. Polk's election to the presidency, sent by Prof. S. F. B. Morse, over a wire which he had erected between Washington and Baltimore.

4. The annexation of Texas, 1845, was a prominent cause of the Mexican war.

9. President Lincoln's Proclamation of Emancipation, definitely announced Sept. 22, 1862, and formally issued Jan. 1, 1863, set free all slaves in states or parts of states in rebellion at the last named date.

10. Historical charts, properly constructed, are aids to the memory and the imagination, in fixing the dates and definite relations of important events. They should not, for the most part, attempt too much—containing only the most prominent items and such as are well and certainly known.

GRAMMAR.—1. In our happiest homes, there is often some sad remembrance *which* comes darkly over the heart. *There* is an expletive.

7. Those who failed on this question did not study long *enough* to see the point of it.

8. *Right* is an adverb, modifying over against—a compound preposition.

9. *Only* is an adverb, modifying the infinitive phrase *to be rich*. *Famous* is an adjective, used in the predicate with the infinitive *to be*, and modifies *man*.

The State Normal School has an attendance this term more than 25 per cent. larger than at any corresponding term in the history of the school. The same has been true of the school from the beginning of the present school year.

Prof. Eli F. Brown, of the High School, and George F. Bass, Prin School No. 3, Indianapolis, have arranged with County Supt. L. P. Harlan to hold a six weeks' Normal during July and August, to immediately precede the County Institute.

Earlham College has decided to open a "Teachers' Class" in connection with its other departments. It will be under the direct charge of W. W. White, principal of the Preparatory Department, who will be assisted by William P. Pinkham, formerly principal of the Southern Indiana Normal School. The class will begin April 6th.

LADOGA NORMAL.—This school seems to be prospering finely, and has the reputation of doing excellent work. The new members of the faculty, Profs. Bond, Binford and Smith, are well liked and have an established reputation for thoroughness in whatever they undertake. The principal, J. V. Coombs, manages the school in such a way as to merit the approbation of all who know him.

SCHOOL LEGISLATION.—There have been introduced in the Legislature quite a number of bills effecting the school law, some of which, should they become laws, would effect the schools injuriously—county superintendency would be crippled and the selection of trustees remanded to district meetings—both backward steps. But it is too early now in the session to predict the final results.

T. J. Charlton, formerly Supt. Vincennes schools, now Supt. of the Reform School for Boys, at Plainfield, in his part of the report of the school submitted to the Governor, gives a very satisfactory statement of the internal working of the school. The instruction of the boys seems to be well cared for. The average number in attendance the past year was 338, their average age being 12 years and 5 months.

SOUTHERN INDIANA TEACHERS' ASSOCIATION.—A full programme of the next meeting of the Association has just reached us, but owing to a miscalculation of space we are compelled to defer its publication till next month. Suffice it to say now that the programme is a good one—in our opinion excellent. The meeting will begin in Lawrenceburg, March 16, 1881, and continue two days. Reduced rates at hotels, \$1 per day. For reduced rates over railroads, send with stamp for order on local agent. Address J. R. Trisler, Chairman Exec. Com.

PERSONAL.

A. W. Dunkle is principal of the Delphi schools.

A. D. Snively is superintendent of the schools at Fowler.

At the close of the institute in Dearborn county the teachers indicated their appreciation of their superintendent, H. B. Hill, by presenting him a gold-headed cane.

Prof. A. C. Hopkins has resigned the principalship of the Kokomo high school, and has removed to Danville, to take a place in the teaching corps of the Central Normal.

Mrs. Anna E. H. Lemon has been again re-elected Secretary of the State Association. The minutes of the proceedings confirm the wisdom of the Association in continuing her in this office.

Miss M. A. Lowe, for many years a teacher in the Seymour schools, owing to circumstances over which she did not desire to have any control, resigned her place about Christmas. May she live long and be happy.

John Cooper, superintendent of the Richmond schools, presided over the late State Teachers' Association with dignity, and gave general satisfaction. He was a charter member of the Association, and has missed but one annual meeting.

J. K. Walts, Supt. of the Logansport schools, was kept away from the State Teachers' Association by the poultry exhibition held in Logansport during the holiday week. His consolation is that his P. Cochins won him *twenty-one* prizes.

J. W. Caldwell, for many years superintendent of the Seymour schools, has been elected to take charge of the New Castle schools. The New Castle people will soon learn that they have secured a good superintendent and a valuable citizen.

Eli F. Brown, teacher in the Indianapolis High School, and well known to many teachers of the state, has decided to resign his present position and open a private school for young ladies, in Indianapolis, at the beginning of the next school year.

Emily A. Hayward, formerly principal of the high school at Brookville, now teaching in the high school of Springfield, Ill., superintended the celebration of Whittier's birth-day in such a manner as to receive very favorable comment through the Springfield papers.

Hiram Hadley, who opened a private academy in Indianapolis last fall, reports his school in a healthful, growing condition. It would be impossible for him to do, or have done, any other than thorough work; and a *good* private school will always find support in a city of the size of Indianapolis, however efficient the public schools.

Prof. Robert Kidd, the noted elocutionist, spent the entire week at the Rush county institute, held during the holidays. Prof. Kidd's home is Moore's Hill, Ind., but he spends most of his time teaching elocution in colleges, law schools, theological seminaries, etc.

Wm. De M. Hooper, superintendent of schools at Rensselaer, improved his holiday vacation by marrying Miss Florence Hackley, of Peru. Mr. Hooper was formerly principal of the Peru High School, and the above named event proves that he made good use of his leisure hours.

William Moore, formerly of Earlham College, but for two years past superintendent of the New Castle schools, deceased suddenly, and was taken to Richmond for burial on Christmas day. Mr. Moore was a good teacher and a Christian gentleman of high standing. He was an honor to his profession, and the state suffers a loss when such an educator dies.

COUNTY INSTITUTES.

FULTON CONTY.—The institute was held as usual during the Thanksgiving week. It was well attended and the interest was universally good. The foreign workers were Rev. J. C. Fletcher, of Indianapolis, C. W. Hodgins, of the State Normal School, and H. B. Brown, Prin. of the Valparaiso Normal. The general verdict was, "the best institute ever held."

LAKE COUNTY.—We had a most excellent institute holiday week. With such instructors as Prof. and Mrs. Ford, of Cleveland, O.; Mrs. McRae, of Muncie; H. B. Brown, Prin. of the Valparaiso Normal, and a strong force of home talent, it could not be otherwise. Supt. Cheshire deserves great credit for the manner in which he conducted it. The daily attendance was about 200, notwithstanding the cold weather. * * *

TIPPECANOE COUNTY.—This county held its institute in La Fayette, beginning Dec. 20. It was well attended, as institutes usually are in this county. E. E. Smith, of Purdue University, and Michael Seiler, Prin. of the Ford high school building, La Fayette, were the principal instructors, and they are both good. W. T. Fry, of Crawfordsville, W. A. Bell, and some of the home teachers gave assistance, and the institute as a whole was voted a success. The enrollment was 167. W. H. Caulkins is the superintendent.

FOUNTAIN COUNTY.—The institute was held at Veedersburg, beginning Dec. 20. The attendance was especially good, and the interest and attention equal to the best. J. V. Coombs, Prin. of the Ladoga Normal School, was the principal instructor, lectured on Tuesday evening, and gave an elocutionary entertainment on Thursday evening. All his work was well received. W. A. Bell and J. W. McBroom, of Covington, were present a part of the time and did work that was highly appreciated. A. W. Booe is the superintendent, and is doing good work.

DEARBORN COUNTY.—Institute closed last night, Dec. 31st. Although the cold weather hindered some from attending, our enrollment was 123, which does well for this county, and the interest was good all through the week. At the close we caned our superintendent—he deserved it. * •

RUSH COUNTY.—The Institute was held Dec. 27–31, 1880, at Rushville. Instructors, Profs. Robert Kidd, John B. Peaslee, J. C. Fletcher, and Eli F. Brown. The sessions were unusually interesting and the attendance good, considering that the severe cold weather and the State Teachers' Association both "sat down on us." The enrollment was, teachers 92, visitors 77. The instructors did excellent work. The institute resolved against cramming and in favor of keeping abreast the best educational thoughts of the day, in favor of county superintendency and against change in the school law, and heartily endorsed J. B. Blount, the present county superintendent. The institute closed Friday evening, with a complete surprise to Supt. Blount, in the shape of a gold-headed ebony cane, presented to him by Rev. J. C. Fletcher, in behalf of the teachers of Rush county, Ind. Prof. Blount, by some timely remarks, took the caning good naturedly and without resentment.

SAMUEL ABERCROMBIE, Sec'y.

RANDOLPH COUNTY.—The Randolph County Institute convened in Winchester, Dec. 27, 1880. County Supt. Lesley acted as President, and H. W. Bowers as Secretary. The instructors were E. H. Butler, J. A. Beattie, and T. Harrison. W. S. Montgomery gave instruction in music. This branch of study was a new feature in the institute work. Prof. Beattie gave a lecture on "Teaching," and Prof. Harrison one on "Pompeii." The number enrolled was 175, with an average attendance of 100. The fifth day of the session was devoted to the exercise of the "Randolph County Teachers' Association." This is an organization of a year's growth. Its meetings are quarterly. An Executive Committee is appointed, who arrange a programme and give the performers six weeks' notice for preparation.

DANIEL LESLEY, Chairman.

H. W. BOWERS, Secretary.

JASPER COUNTY.—The Institute was held in Rensselaer, Dec. 27–31, 1880. In consideration of the intense cold weather the attendance was good. Enrollment of teachers, 100. Rev. J. C. Fletcher, of Indianapolis, Ind., (late of Naples, Italy), gave a number of very interesting and instructive lectures at various times during the session, subjects as follows: "Physical Features of South America"; "Pompeii"; "Education of Girls in Brazil"; "Switzerland and the Swiss." Each was presented in such an interesting style that we are unable to decide in favor of a special one. We feel that our superintendent made a wise choice in securing this gentleman of travel to address us. We were also highly entertained by Prof. Thompson, of Purdue University. His lectures on "Physiognomy," "Caricature and Comic Art," were made doubly interesting by the presentation of illustrations, as the points in his lectures demanded the same. The illustrations are products of his own hand in crayon. Prof. Hooper, of Rensselaer public schools, gave a short talk on "The Aesthetic side of the Teacher's Work." Miss M. P. Bolles, principal

Remington public schools, gave two charming and telling talks—subjects: "The Teacher Outside the School-room;" "The Development of the Mind." A number of teachers performed their duties with an air that betokened earnestness. The daily opening of the "Query Box" resulted in many spirited discussions. The majority of the teachers seemed to say, "it is good for me to be here"! Every day we were made to feel, through the remarks of our superintendent, that the *true teacher* alone can succeed, and that if we would *win* we must *work*. We may safely pronounce our institute a success.

A TEACHER.

BOOK TABLE.

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Elementary Grammar and Composition—By Thos. W. Harvey. Cincinnati: Van Antwerp, Bragg & Co.

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*READING—IV.


JOSEPH CARHART.

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READING DEFINED AND ANALYZED.

HE relation of "thought" reading and "emotional" reading to each other, and to the whole subject, may be briefly stated thus: A taste for good reading is a matter of feeling. The feelings are also the springs of action. The pure fountain sends forth pure waters. And no better service can be rendered to the pupil than to refine and purify his feelings. But literature addresses itself directly and primarily, not to the feelings, but to the understanding.

Copies of a pathetic narrative are placed in the hands of two persons. One looks upon the paper and is greatly moved by the story; the other looks upon it but manifests no emotion. The narratives are written in the English language. One of the persons understands that language, and, understanding the thought, is influenced by the feeling which accompanies it; to the other, English is a foreign tongue, and, not understanding the pathetic incident, his feelings are uninfluenced.

* Extract from a paper read before the Indiana State Teachers' Association, December 29, 1880.

Thought relations are the channels through which the feeling flows.

This is true, even of productions that "are of imagination all compact." For—

* * * "as imagination bodies forth
The forms of things unknown, the poet's pen
Turns them to shapes, and gives to airy nothing
A local habitation, and a name."

It thus appears that thought-reading is fundamental not only to oral, but to emotional reading.

The pupil's interest will be the measure of his progress; his delight in the reading work will be the measure of his love for literature. Adapt the matter to his experience and other attainments—let it be so easy that he can, with reasonable effort, master it; so difficult that it shall tax his powers and leave him stronger than it found him; proceed according to the laws of his mind, whose very nature it is to think, and there shall not be wanting interest nor delight. But every thought, every image and every feeling that accompanies them will meet with a ready response in the soul of the learner.

Discourse possesses a form and a content. To realize the ends of reading, both of these must be mastered. The pupil must learn the printed form of words with whose sound and meaning he is already familiar; next, the meaning, spelling and pronunciation of words that are new to him. To read poetry, is to reproduce the poet's imagery. This is frequently expressed in figurative language. Therefore, to read poetry, the highest form of literary workmanship, the pupil must understand such common figures of thought as simile, metaphor, personification, allegory, fable, metonymy, and synecdoche. A knowledge of these is as essential as a knowledge of the literal meaning of words. The only real difficulty here is in the names employed. The learning of these may be deferred until the most advanced stage of the work, or omitted altogether; but their content, addressed to the imagination, that faculty so active in the young, constitutes a delightful study and is quite easily mastered.

But the pupil may know the meaning of every word in his reading lesson, may have a vivid conception of every image in-

roduced in it, without comprehending its thought-relations as a whole, without seeing the relation of its thought to himself and surroundings, to stop short of which is to fail to derive from the reading lesson, of whatever grade, the highest element of culture it is capable of furnishing.

By what means may this desirable end be effected?

Let the subject of your thought be this object which I hold up before you, this parcel of papers. Suppose it to be the subject of a composition. In how many ways is it possible for the human mind to think about it? It possesses attributes, weight, color, size, form and other inherent qualities which can not be separated from it in time or space, and by which it is known. It exists in some place, here. It exists at some point of time, now. Certain circumstances, prominent among which was the purpose it was intended to serve, conspired to produce it. It had a cause, and exists for a purpose. By applying it to the uses for which it was intended, it may be the means of securing some end; it may be the cause of some effect. It is composed of parts; each sheet may be separated from the parcel in space, and may exist independently of it in time. It is a part of some larger whole. It possesses attributes in common with other objects, and on this basis it might be classed in various ways. On the basis of the use it was intended to serve it belongs to that class of substances on which man has inscribed his thoughts, (upon which a volume might be written). If you had never seen a parcel of papers your minds could be led to form an image of it by comparing and contrasting it with some familiar object, and indicating their points of likeness and unlikeness. Having exhausted each of these lines of thought, the composition would contain all the thought-relations possible to put into a composition on that or any other subject. These are the laws of the thought—the intuitions of the understanding—and by the limitations of the human mind an author can no more think outside of them than he can breathe without lungs, walk without legs, or talk without vocal organs. The time-relations assigned to this paper will not permit the proof of this proposition, but any one can easily prove that the mind is limited to these by trying to think relations on any subject outside of them.

An author may be unconscious of the operations of his mind in writing, just as one may be unconscious of the fact that he uses lungs, legs and vocal organs respectively in the several acts of breathing, walking and talking, but he is none the less limited by them; and, as one can not describe physiologically the acts of breathing, walking and talking without showing the muscles and organs employed, no more can one analyze the content of a discourse without consciously or unconsciously seeing all of those thought-relations that may exist in it.

If it is a mistake to say that an author can think of his subject only as substance and attribute; as sustaining the relations of time and space; of purpose, cause, and effect; of whole and part; of likeness and unlikeness, I hope to be set right by the learned gentlemen who are immediately to follow me and by others who may take part in the discussion. But if they are the limits of thought, any discourse, whoever may be its author, whatever may be its subject, purpose, or form, whether a simple lesson in the Second Reader or a complicated tragedy of Shakespeare, may be exhaustively analyzed by applying to its content the following questions:

What is the subject and what are its attributes? Where did it exist? When did it exist? What was its purpose? What caused it to exist? What effect did it produce? What are its parts? Of what whole is it a part? What is it like? What is it unlike?

Until the pupil has acquired considerable skill in the work the teacher should supply the answer to the first question, and, having determined by previous study, what relations exist in the reading lesson, ask only such questions as may be necessary to exhaust it. The pupil should be led to verify the thought in the lesson by comparing and contrasting it with facts in his own experience. The habit this will form may be fatal to the influence of a large class of Sunday-school books, but it will be none the worse for either the truth or the pupil. By means of the question of what whole a part, each lesson may be made the entering wedge to the book from which the selection is taken, or to other literature of its class. And thus, every reading lesson will create

in the pupil a desire to read some good book or books. Let the desire be sufficiently strong, and the ingenuity of "Young America" will surely find the means of gratifying it.

If the pupil has access to a dictionary of authors, or other suitable book of reference (and enterprising teachers usually secure them by some means), take advantage of the interest awakened by the study of the selection and let the pupil apply the questions to the life and character of the author, for the light it will throw upon the selection read, and for its moral influence upon his own character. For "our hearts," says Whipple, "instinctively throb and burn in sympathy with grand thoughts and brave actions radiated from great characters; for they give palpable form to ideals of conduct domesticated in all healthy imaginations, and fulfil prophecies uttered in the depths of all aspiring souls. They are, in fact, what all men feel they ought to become."

THE SCHOOL QUESTION—ABSENTEEISM—THE REMEDY.

JOHN I. MORRISON.

WITH the largest school fund of any state in the Union, Indiana ought to have the best and most efficient system of public instruction. The constitution of the state assumes that the diffusion of "knowledge and learning" is essential to the preservation of a free government; and makes it the imperative duty of the General Assembly to provide, by law, for a "general and uniform system" of common schools, which shall be free and equally open to all. This command has been promptly obeyed and faithfully executed by the enactment of a school law, which has built nearly ten thousand school houses, at a cost approaching twelve millions of dollars; and employed, in 1880, 13,578 teachers, at a cost for salaries of almost three millions of dollars.

From the last report of the State Superintendent of Public Instruction, it appears that the whole number of children enu-

enumerated in 1880, was 703,558. Of this large number only 511,283 were enrolled in all the schools, with an average daily attendance of 321,659—a number less, by a little over 30,000, than one-half of the total number enumerated. These facts and figures do not speak favorably for the efficiency of our dearly cherished and highly lauded common school system. This formidable army of absentees can not be permitted to grow up in ignorance without endangering the peace and perpetuity of a government, whose strongest support is derived from the virtue and intelligence of the people. The present deplorable condition of affairs becomes the less excusable, when it is understood that the education of the entire number of children enumerated will not necessitate the building of one additional school house, nor add a dollar to the amount now paid to teachers for the tuition of those in actual attendance.

It is believed by many, that the enactment of a compulsory school law would cure many of the existing evils. The taxpayers, especially those who have no children of their own to be educated, insist that it is little short of highway robbery to compel them to pay for the support of a system of public instruction, which does not, at the same time, compel parents to allow their children a full share of its benefits. Without stopping to discuss the merits or demerits of this proposition, let it suffice for the present to say, that many difficulties are in the way of the enforcement and successful working of the proposed law. Some parents are unable to provide suitable clothing and necessary books for their children. Some are dependent on the labor of their children for daily support. On the other hand, it may be alleged, that every child in the state has a constitutional and legal right to an education; therefore the state is bound to provide all the means which are necessary, to protect and secure this right. Be it so. In the meantime, while the law makers are perfecting and formulating their measures, let there be a united and vigorous effort on the part of parents, guardians, teachers, and school officers, in behalf of the schools in their respective districts. Parents and guardians can do much to assist and encourage their children and wards to be prompt and regular in their attendance

at school. Teachers can do more by making their schools delightful and attractive, inspiring the pupils with a love of learning, creating in their minds a thirst for knowledge, a taste for the refined pleasures of the understanding. The teacher, whose delight is in his school, who throws his whole soul into his every day's work, who teaches as for eternity, will not find it necessary to waste much time in looking after absentees.

As a general rule, it will be found that the number of absentees will be reduced, in exact proportion as the school is made pleasant and attractive to the pupils; and of the many ways by which this may be accomplished, none will prove more effectual than the adoption of a system of thorough grading in district schools, similar to the prevailing practice in high schools and colleges, followed by formal graduation, with imposing ceremonies in conferring degrees and delivering diplomas or certificates to those having passed a satisfactory examination in all the branches of learning prescribed by the statute.

I close with an additional suggestion. Let the township trustees furnish each teacher, at the opening of school, with a full and complete copy of the annual enumeration, showing the names of parents and guardians, with the total number of children listed in the district. A comparison of the number listed with the number enrolled, will reveal, at once, the exact number of absentees. These he should visit without delay, and urge upon them the importance and absolute necessity of prompt and regular attendance. The teacher, who performs this duty faithfully and conscientiously, will be amply rewarded for his labor by adding to his first day's enrollment a very large percentage of all the absentees in his school district.

A strong confirmation of the correctness and practicability of the views presented above, will be found in the action of the superintendent of the county of Monroe.

Having furnished all the schools of his county with a "plain, simple, and practical" course of study, embracing all the branches prescribed by law, and a manual fully explaining the work and method of graduation, the superintendent sums up the results of last year's operations, as follows: "We increased the

enrollment in this county 500; the average daily attendance 580; 1,100 more children were taught writing; 1,000 more were instructed in arithmetic; 850 more in language lessons and grammar; 810 more in geography; 520 more in physiology; 575 more in history, than in the previous year."

If a similar plan were adopted in all the counties of Indiana—and what is to hinder?—it would not be long before the common school system would be regarded as the crowning glory of the state, and absenteeism—the canker-worm, which is rapidly destroying the efficiency and vitality of the entire fabric, would be so far eliminated as to cease to be a prominent factor in every annual report, that emanates from the Department of Public Instruction.

Then, and not till then, will the letter and spirit of the constitution of Indiana be fully appreciated and rightly interpreted, which provides for a "*general*" and "*uniform*" system of common schools—one and the same—in every county and school district in the state.

KNIGHTSTOWN.

GEOGRAPHY—II.



ELI F. BROWN.

IN the study of Geography, whether the pupils are taught orally or by means of the text, it is important that they gain correct ideas of the Earth's form, motions, and grand divisions. A small school globe is almost indispensable in this connection. If the pupil's eye can rest upon the globe at the time that he is told that the earth is a great ball, and if he can see it turn upon its axis, as he is told the earth turns, he will far more readily and surely obtain correct notions of these matters than he will without such apparatus.

From the globe before his eye, he can be led to think of the great world he sees out the window and upon which he plays, of the great round earth upon which the sun constantly shines, and upon whose surface all men live.

By means of the globe in hand the teacher may readily show how by passing in the same direction around its surface the same point is reached from the opposite direction. Then refer to the earth and have the pupils go in imagination around it. Speak of persons who have made the journey; how they passed over the land and came to its border, beyond which lay vast expanse of water; how they crossed this in ships and came to more land, crossing which they came to more water, and finally reached home from the opposite direction to that in which they started.

As a means of giving some conception of the great size of the earth, estimate the time it would require to travel around it at the ordinary rate.

By turning the globe on its axis the pupil sees the form of motion, and he may readily be caused to understand the succession of day and night as the result of such motion. Use the window as the sun, and show how one-half the globe is lighted, the other shaded. The turning of the globe brings its parts into day, and then into night. So with the sun and the earth. Associate the globe and the earth until the pupil thinks that the world is spherical, that it is very large, that it is covered with land and water, and that it turns upon its axis. Have him know that the world about which he is learning is the real world upon which he lives.

The pupils may best learn the great divisions of land and water from the globe. Have them point out these divisions, and state their relative position, size, shape, etc. Teach what parts of the earth are cold, and what part is warm. Speak of the kinds of fruit and grain that grow in these different regions, for of these products the children know something. It may add to the interest to tell something of the people of the distant countries mentioned.

Having taught the essential features of the globe and its chief divisions of surface, associate these portions with the maps of the larger bodies of land and water. In order to preserve the relation between map and globe, frequent exercises may be given requiring the pupils to point out upon both the places described. If the school house is not furnished with a globe, the professional

teacher will find it to his advantage to have one of his own. One dollar will purchase a small globe. Outline maps may be enlarged upon heavy paper from the maps of the text at no expense. The teacher will be benefited by making them.

In connection with the geography lessons as they are ordinarily given, introduce conversations upon familiar natural phenomena. Give a lesson upon springs, and trace the waters through the creeks and rivers to the sea. Clouds and rain, snow and hail, winds and storms, are subjects about which the children know something, and may be greatly interested in learning more. Ideal voyages, and descriptions of places of great interest in different parts of the world, will enlist the interest of the dullest pupils. Some simple discussion of the seasons, of the constant summer in equatorial regions, of the unending winter at the poles, and the general effects of these conditions upon life, may be fruitful of interest in the latter part of such lessons. A conversation about the moon, and one or more about the stars, will not be out of place. The geography lesson ought to be one of the most interesting of the day. If intelligently conducted it may exercise the pupils in their widest range of information, and be one of the chief agents of the teacher's work in arousing their interest in nature and in life.

MENSURATION.

A. H. KENNEDY, SUPT. ROCKPORT SCHOOLS.

[In this and succeeding articles it is the writer's purpose to illustrate and demonstrate to the eye as well as to the understanding, the rules in mensuration.]

THE mechanic lays a straight edge on any plane surface, draws his awl by it, and thus produces a straight line. He places one point of his compasses upon a plane surface, moves the other around it, and thus produces the circumference of a circle. The sawyer passes his saw through a log and cuts it into boards. The edge of his saw is a straight line. By its movement through

a solid a surface is produced. The rough boards, passed under the straight edge of the planer's knife, are rendered smooth. The brickmaker strikes the surplus clay from his moulds with a wire, and gives plane surfaces to the bricks. The mason lays them to a horizontal line, which he moves along a vertical, and gives a plane surface to the wall. By placing layer upon layer he builds a wall; in other words, by moving a plane perpendicularly to itself, he produces a solid. He renders the plastering true and smooth by means of his straight edge and trowel. Paper is made by being passed between straight rollers. Plate glass is cast upon a table which has passed under the line made by the point of the iron-planer's tool. Then there are the imaginary planes and lines which the surveyor and astronomer make. Every piece of surveyed land is surrounded by planes that extend from zenith to nadir. The astronomer's lines fill the sky like cob-webs, and his planes divide the universe.

The movement of a point generates a line; a line, a plane; a plane, a solid. Lines and planes of various shapes produce planes and solids of various forms. The revolution of a rectangle upon one of its edges generates, by the opposite edge, the convex surface of a cylinder; by the ends, circles; and by its area the cylinder's volume. Moving a line perpendicularly to itself generates a rectangle; diagonally, a parallelogram; and around one of its ends a circle, or the convex surface of a cone. Revolving a circle upon its diameter generates by its circumference the surface of a sphere; by its area, the sphere's volume.

Lines, surfaces, and solids are thus generated, each in a manner peculiar to itself. To gain a clear conception of their structure is, 1st, to see how they are produced; 2d, to separate them into their elementary parts; 3d, to re-arrange these simple elements in equivalent surfaces and solids of more simple forms. All areas and surfaces, whatever their shape, are expressed by equivalent rectangles, and all solids by equivalent rectangular solids. The area of a circle, for example, is equivalent to the area of a rectangle whose dimensions are equal to the circle's radius and semi-diameter. The surface of a sphere is equivalent to a rectangle whose dimensions are the circumference and diam-

eter. The sphere's volume is equivalent to a rectangular prism whose dimensions are two-thirds of the diameter, the radius and the semi-circumference.

Fig. 1 is a parallelogram. Dividing it by a perpendicular to its base and re-arranging its parts as in Fig. 2, produces a rect-

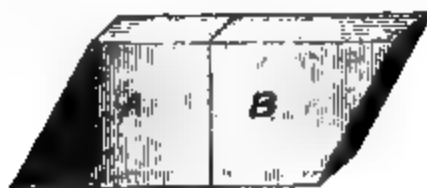


FIG. 1.

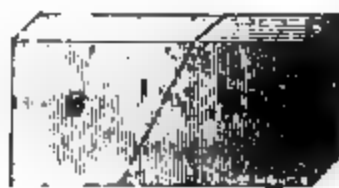


FIG. 2.

angle, whose base and altitude are equal to the base and altitude of the parallelogram. It is now plainly seen that the area is found by multiplying the base by the altitude—the number of square units in one tier by the number of tiers. The mathematical operation changes, in fact, the parallelogram into an equivalent rectangle. The ocular demonstration by figures and blocks harmonizes with this process.

Fig. 3 is a triangle. Dividing it at half its altitude by a parallel to its base, and separating the lower part by a perpendicular to its base, produces parts that may be re-arranged to produce a parallelogram and a rectangle. Fig. 4 is the parallelogram. Fig. 5 is the rectangle. Each part carries the same letter with it through all the figures. A is first placed on the

FIG. 3.

right of C, and B is placed on the right of A. The figure now appears, which is really produced when the area of any triangle is found by multiplying the base by one-half of the altitude. The demonstration by figures and blocks harmonizes with this process.



FIG. 4.

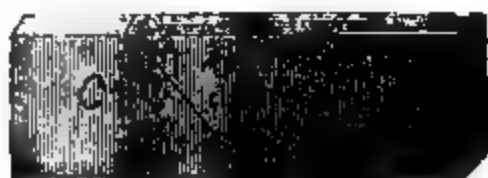


FIG. 5.

Fig. 6 is a trapezoid. Dividing it at half of its altitude by a parallel to its base, and the lower part by a perpendicular to its base, produces parts that may be transposed so as to

FIG. 6.

form a parallelogram and a rectangle, as in Figs. 7 and 8. The dimensions of the rectangle thus formed are the sum of the upper

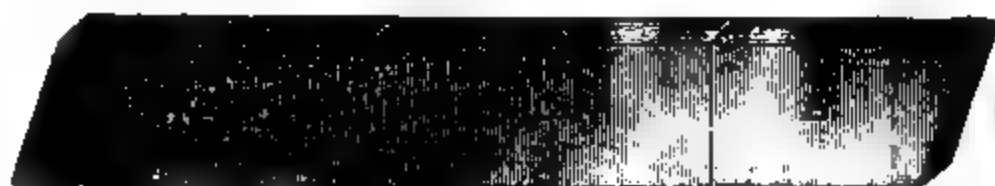


FIG. 7.

and lower bases and one-half of the altitude of the trapezoid. The area of the three figures is manifestly the same. It is found

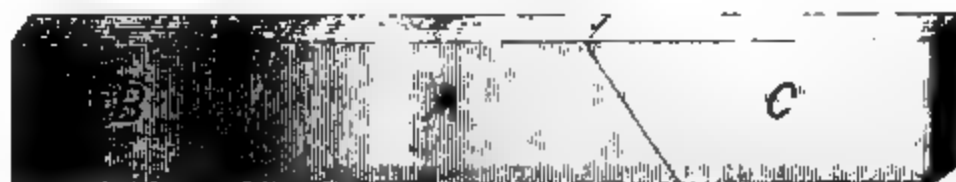


FIG. 8.

that taking the product of the rectangle's dimensions, what is in fact done in the arithmetical operation of finding the area of the trapezoid, is done also by means of the dissected figures and blocks. The trapezoid is reduced to an equivalent rectangle, whose dimensions are as given above.

(To be continued.)

THOUGHT-READING.

MR. BELL: I should like to be considered on the same side with you and Prof. Carhart in the plan of thought-reading. It is nothing new. My first position as teacher was in a school where that plan has been employed for at least a quarter of a century. I think you could not do education a

more signal service than to suggest the following plan for applying and carrying out the suggestions of Prof. Carhart's paper.

In the opening exercises of the morning have all the scholars turn to a new lesson in their readers and study it for five minutes, and then write for ten or fifteen minutes; or, better still, have all the school listen while the teacher reads slowly and distinctly some production—for instance, *Æsop's Fables*, or a page from *Gow's Morals and Manners*, or some grand classic gem from the standard authors, Addison, Macaulay, Holland, or others, and then have the pupils write the thoughts they have collected, and the teacher at night examine, correct, and mark the relative standing of each pupil's exercise, and next morning announce the grade and make such suggestions about the writing as may be needed.

This will practically teach: (1) Penmanship; (2) punctuation; (3) use of capital letters; (4) the forming of paragraphs; (5) attention to what is read or told; (6) to express the thoughts of another in one's own language; (7) as an aid to composition this exercise is invaluable; (8) it will impress on the mind good precepts and valuable gems of literature.

I know of no other school exercise which produces so many and so valuable results. This is intended as a daily exercise. If it be thought too frequent, then the last hour of each Friday afternoon might be devoted to a lecture by superintendent or principal of high school on some scientific or literary topic, and then have the pupils hand in their exercises on Monday morning, and teacher correct, suggest, and return as before.

A trial will demonstrate to any one that you are right.

R. A. TOWNSEND.

VINCENNES, IND., Jan. 10, 1881.

A LIBRARY is not like a dead city of stones, nearly crumbling and needing repair, but like a spiritual tree. There it stands, and yields its precious fruit from year to year and from age to age.

THE RELATION OF EDUCATION TO INDUSTRY.

The Annual Address before the Ohio Teachers' Association at Chautauqua; July 8, 1880, by E. E. White, President of Purdue University.*

ARISTOCRACY has always opposed the education of the people. The aristocracy of Caste asserts that the great majority of mankind are born to serve the few, and, since the less intelligent the servant, the more docile the service, it declares that education unfits the children of toil for their lot in life.

The aristocracy of Capital asserts that popular education is a tax on capital. The more intelligent a man is, the greater are his wants, and the higher must be his wages in order to meet his increased necessities. Ignorant labor has few wants to supply, and hence is content with low wages.

The aristocracy of Culture asserts that the "masses" are born dullards, and that all attempts to educate them are futile. The few on whom God has bestowed the gift of brains, are commissioned to do the world's thinking, and they thus monopolize the right to education. This is the doctrine of the hero-worshiper, Carlyle, and it is asserted more or less clearly by many devotees of culture, who have lost all sympathy for the people. It has been faintly echoed by the learned president of Harvard.

These three great aristocracies (the three C's), unite in opposing all efforts to uplift the laborer by the power of education. Schooling, they assert, spoils children for labor; it makes them discontented with their lot; fills them with vain ambitions; makes them idle, etc. These assertions are now more frequently aimed at higher education, and especially at the high school; but they were once urged, with as great earnestness, against the elementary schools of the people. Reading and writing have received many a blow as the dreaded enemy of capital and caste.

The late financial check to the prosperity of the country afforded these aristocracies a coveted opportunity to renew their assault on popular education. The land was filled with idle men, seeking employment, and numerous positions which had been open to intelligent young people, were closed against them. This condition of affairs made the idleness of the young painfully evident, and gave increased plausibility to the oft-asserted opinion that popular intelligence is resulting in a growing disinclination among our youth to earn a living by hard work. The schools were assailed as the enemy of industry and labor, and even the ridiculous complaint of Bacon against the schools of the seventeenth century, that they "filled the realm full of indigent, idle, and wanton people," has been made against the public schools of the United States.

*Based upon a paper on "The Education of Labor," read before the American Institute of Instruction in 1878.

It is freely conceded that the schools may not be doing their full duty in inculcating a respect for labor and a disrespect for idleness, and their instruction and training may not bear as directly as is desirable on industrial pursuits, but they are not responsible for the evils which seriously afflict American industry and American society. It is a common trick of logic to connect two contemporaneous phenomena as cause and effect. The moon is thus made responsible for many results in agriculture, and the party that happens to be in power, is always held responsible for "hard times."

The observed disinclination to manual labor, and especially to what is called menial service, is largely due to causes outside of our schools—to influences evident in our American life.

The first of these is the influence of slavery, which once permeated the entire country with degrading views of labor. It will take a hundred years to recover from the effects of the old slave code, with its "mud-sill" theory of labor.

Another cause is immigration, which has filled nearly every department of common labor with workmen long subject to caste ideas and resulting social customs. The unpleasant social conditions, thus instituted, have crowded out intelligent American labor. It was once a common thing in the Northern States for the sons and daughters of persons in good circumstances "to go out to service," and they were treated as the equals socially of other young people. This is now true in American communities where the social condition of the workman has not been degraded by the introduction of caste ideas and distinctions. When domestic service in this country was subjected to social degradation, the American girl turned to the mills and the factories for employment, and when ignorant servile labor took possession of these, she turned to the store, the telegraph office, the school-room, and other occupations demanding intelligence and granting some social recognition. What the American girl has done, her brother has done. What each has sought is, not so much an escape from work, as protection from social ostracism. When the broom or the spade is socially tainted, the intelligent American youth will drop it. The only remedy is to remove the social taint from the implements of labor by elevating and ennobling the workman.

Another of these social causes is the growth of the aristocratic ideas among the American people—a result largely due to shoddy wealth with its silly apings of European manners and customs. The woman who was once a hired girl, but has married rich or suddenly amassed a fortune, is most earnest in impressing her children with an idea of their social rank. Aristocratic ideas are permeating American society.

These social influences are antagonized by the spirit of our free institutions. The principles of civil equality largely involve those of social equality, and it will take the American people a long time to learn to accept the theory that industrial occupations are a proper basis of social distinctions. The present strife between the political ideas which are the common inheritance of Americans, and the caste customs of Europe, can but have an injurious effect on American industry.

Another cause of the disinclination to do manual labor is the rapid growth of our cities and towns, opening a multitude of employments and bidding for bright and intelligent youth to fill them, thus causing a rush from the farm into the towns and cities, which are spring-

ing up on every hand, as if by magic. How many different employments have thus been created, and what a multitude of desirable positions have thus been opened to American youth! Is it any wonder that the intelligent and ambitious have been attracted to them? Doubtless many a good farmer or mechanic has been spoiled, to make a poor lawyer or an unsuccessful merchant; but, on the contrary, all the professions and all departments of trade have been enriched and vitalized by contributions of brain power and character from the farm and the shop. The tide is now setting the other way, and the farm and the shop are bidding for intelligence and skill.

Much of the idleness which disgraces and degrades our industrial life, is due to inborn laziness. A disinclination to work is no new thing under the sun. It is as old as human nature, and there is no evidence that it is peculiar to the educated and intelligent. On the contrary, the lower the condition of a people, the less their inclination to work. In savage tribes, the work is done by those who are compelled to toil either by hunger or external force. In half-civilized nations, the work is chiefly done by the women, who, in all material respects, are slaves. In all conditions of civilization, man does not work except from interest or necessity; and so long as human nature remains what it is, there will always be persons who prefer to get a living by their wits rather than by hard work.

Intemperance is a fearful recruiter of the army of idlers and tramps. It destroys every year more skilled labor than all the technical schools of Europe produce.

These, and other causes which might be named, are certainly sufficient to account for the unsatisfactory condition of American industry, without charging it to the schools. Schooling may spoil some people, but many more are spoiled for the want of it. It is ignorance, not intelligence, that is degrading American labor and crippling American industry. The public school is the most effective agency in the country for the promotion of industrial progress.

Over against these pet dogmas of aristocracy, before stated, permit me to put a few propositions, which are abundantly sustained by experience.

1. *Education promotes industry and lessens idleness.* It awakens and multiplies desires, and thus incites effort to secure the means of their gratification. It thus touches both factors in the great law of wealth. The Indian builds his rude wigwam and fashions his bow and arrow and tomahawk, and with these his wealth and industry cease. Ignorance everywhere clothes itself in rags and lives in hovels, but when man's nature is opened by education, his desires clamor at the gateway of every nerve and sense for gratification. The awakened soul has wants as well as the body. Its desires take the wings of the light and fly to the uttermost parts of the earth for satisfaction. They change the rude hut into the neat cottage and fill it with objects which satisfy the wants of the soul as well as the wants of the body. Enter the homes of educated labor in this land and, taking an inventory of the articles therein which minister to taste and culture, contrast the result with what is found, the world over, in the hovels of ignorance. Some idea will thus be obtained of the industrial power of general intelligence. The elevation of a people in intelligence and taste increases their demands for the products of human industry and skill, and, at the same time, it intensifies human

effort and multiplies and varies the forms of industry. *Wealth is the child of education.*

2. *Education makes labor more skillful and more productive.* This proposition is based on a wide comparison of intelligent and ignorant labor, and is sustained by such a multitude of observations that it is no longer questioned by any one familiar with the facts. In 1846, Horace Mann, then Secretary of the Board of Education of Massachusetts, opened a correspondence with business men, to ascertain the comparative productive value of educated and uneducated labor. The men addressed included manufacturers of all kinds, machinists, engineers, railroad contractors, officers in the army, etc.—men who had the means of determining the productiveness of labor by observing hundreds of persons working side by side, using the same tools and machinery, and working on the same material, and making the same fabrics. In many instances, the productiveness of each operative could be weighed by the pound or measured by the yard. The investigation disclosed an astonishing superiority in productive power of the educated laborer, as compared with the uneducated. "The hand," wrote Mr. Mann, "is found to be another hand when guided by an intelligent mind. Processes are performed, not only more rapidly, but better, when faculties, which have been exercised in early life, furnish their assistance. In great establishments and among large bodies of laborers, where men pass by each other, ascending or descending in their grades of labor, just as easily and certainly as particles of water of different degrees of temperature glide by each other, there it is found to be an almost invariable rule that the educated laborer rises to a higher and higher point in the kinds of labor performed and also in the wages received, while the ignorant sinks like dregs and is always found at the bottom."

In 1870, the National Commissioner of Education widened Mr. Mann's investigations, addressing his inquiries to business men in all parts of the country, and to a few large employers in Great Britain. The result was a complete confirmation of Mr. Mann's conclusions.

The same lesson has been taught and enforced by the World's Expositions. In 1851, the Queen of England sent forth a gracious invitation to the nations to send to her proud capital the best products of human skill. The world responded grandly, and the World's Fair at London was the greatest and richest collection of the works of art and artisanship on which the sun had ever shone. The exhibition was divided into nearly one hundred departments; the jurors were appointed, the articles were patiently examined, and at last the verdict was given. Great Britain was awarded the palm of excellence in nearly all the grand departments of the exhibition. The announcement of this result lit up Birmingham, Manchester, Sheffield, and other manufacturing towns with bonfires, and filled England with general joy. She rejoiced in the belief that she was mistress of the industrial world. She saw her sails whitening every sea and heard the increasing hum of her factories and mills.

Sixteen years passed over Europe. Napoleon III., in imitation of Queen Victoria's example, invited the nations to send up to his imperial capital the choicest products of human industry. The world responded even more grandly than before. The Paris Exposition was divided, like its predecessor, into over ninety departments; the jurors were appointed, the articles examined, and the verdict reached.

Great Britain had excelled her competitors in but ten of all the departments. The announcement of this verdict produced consternation among the representatives of British industry. They met at the Hotel Louvre and the one absorbing inquiry was, "Why this defeat?" The unexpected news crossed the channel, causing greater alarm than the threatened invasion by Napoleon in 1860. This defeat awakened England to the startling fact that the industrial sceptre was slipping from her hands; and, as a result, she saw her ships rotting in her harbors and the hammer falling from the hand of her starving workmen. The disaster arrested public attention and a searching and thorough investigation for its cause was made by a Parliament Commission. The report made to Parliament in 1868 contains the testimony and the conclusion. *Education had won the palm of excellence for her competitors.* The conclusion is forcibly stated in the testimony of Mr. Edward Huth. "The workmen of other countries," he said, "have a far superior education to ours, many of whom have none whatever. Their productions show clearly that there is not a machine working a machine, but that brains sit at the loom and intelligence stands at the spinning-wheel."

The discovered cause indicated the remedy, and the report to Parliament was soon followed by the great Education Bill which established a general system of elementary education throughout Great Britain. Technical schools have been multiplied, and science has claimed a large place in the higher schools and universities. Great Britain has appealed to the schoolmaster to win back her pre-eminence in industry.

In all the great comparisons of national skill since made, the superiority of educated labor has been attested in a like striking manner. They all show that the day of mere muscle in industry has passed and the day of mind has dawned. Every form of industry now demands the ingenious brain and the cunning fingers of educated labor.

The productive power of education is also seen in the invention of tools and machinery, which has wrought a revolution in nearly every department of labor. Fifty years ago, the father and his sons, with sickle in hand, went into the harvest field and, handful by handful, laid it in sheaves. A thoughtful reaper with aching back asked the question, "Why can not I give my fingers to my scythe?" The answer was the invention of the old square-cornered cradle, with which the harvest-hand could cut two acres of grain with less weariness than he had cut a half-acre with a sickle. Another thinking workman with aching arm asked, "What is the use of so much timber?" He rounded the corner and invented the "muly" cradle with which three acres could be cut more easily than two had been cut with the heavy cradle.

The sickle long since disappeared from the homestead farm; the old square-cornered cradle, with a single finger left, hangs on a dying peach-tree, and the muly cradle is kept only to pick up lodged places. When the harvest waves its golden welcome to the joyous farmer, out from the stable come two fat horses and, attached to the great reaper, round and round the field they go, leaving it in well-bound sheaves. Here is progress in farming, and this is but an illustration of what is taking place in nearly all departments of human industry. Thought in the brain of labor is the industrial alchemy that is turning every thing it touches into gold.

3. *Education improves the condition of the laborer.* It increases his economy and thrift, improves his physical habits, lessens his tendency to vice and crime, gives him greater social and moral influence, and prepares him for the wiser discharge of all civil duties. Mr. Mann's investigations showed that "individuals who, without the aid of education, would have been condemned to perpetual inferiority of condition, and subjected to all the evils of want and poverty, rise to competence and independence *by the uplifting power of education.*" The testimony on this point, collected by Commissioner Eaton, is exceedingly instructive as well as conclusive. A. J. Mundella, M. P., a great manufacturer in the Sheffield district, England, employing from three thousand to four thousand men, replied :

"My experience of workmen, on the average, is that the better a man is educated, and the greater the intellectual resources he possesses, the less is he disposed to sensual indulgence, and the less is he inclined to any kind of intemperance and excess. * * I have employed, in various departments of my own business, intelligent workmen earning lower wages than ignorant men employed in coarser branches of the business ; and the intelligent man educates his children, lives in a comfortable house, and has much refinement and many pleasant surroundings ; whereas the ignorant man, with higher wages in some other department of labor, is more addicted to intemperance, his wife and children are worse clad and worse cared for, and his home is, in all respects, less comfortable. Perhaps the best illustration of this would be the contrast between the clerk earning \$80 a year, who is a gentleman in education, tastes, and surroundings, and an ignorant laborer earning the same sum. In England, intelligent workmen are generally the men who are distinguished for economy and thrift. They take the lead in all useful associations ; they are the managers of the mechanics' institutes, the teachers in the Sunday Schools, and the founders of co-operative societies."

Mr. S. P. Cummings, Secretary of the Massachusetts Grand Lodge of the Order of St. Crispin, and Chairman of the Executive Committee of the International Labor Union, said :

"Educated workmen live in better houses, have better surroundings, and are, in all respects, superior to those whose education is limited and defective. They are less idle and dissipated than the untaught classes. As regards economy, morality, and social influence, educated laborers are pre-eminent among their fellows. I may add one general observation, that, while I was foreman of a shoe-factory employing forty hands, I always got better work, had less trouble, and, as a general rule, paid better wages to the more intelligent workmen."

Testimony of like character could be multiplied to almost any extent. Nowhere do an educated people clothe themselves in rags or live in hovels, and nowhere on earth do an unschooled and ignorant people do anything else. Place an intelligent people on the barren soil of New England or among the bleak hills of Scotland, and they will surround themselves with comforts and satisfactions.

It is true that an educated workman demands higher wages than an ignorant one, but his work is worth more. If he demands higher wages, he creates more value. Capital is not far-sighted when it looks upon the workman as a mere machine. A machine may be

set to the task of running another machine, but the result has never been satisfactory. But whatever the selfishness of capital may demand, the highest interests of the laborer are subserved by education. The workman is more than a machine. He is a human being, and his rights as such are as sacred and inviolable as those inherited by the more favored child of fortune. The artisan may be a hewer of wood, but if his life answer its highest purpose, he must also be a hewer of wrong. The laborer may be the head and guide of a family, a member of society, a citizen of the state, and out of these relations flow duties of the highest importance. To prepare man to meet the higher obligations of manhood is the highest function of education. The public school is right in assuming that every boy that crosses its threshold to receive instruction is to be a *man*, and that his first and highest need is to have all the elements of manhood within him developed, quickened, and energized. The engineer must be swifter than his engine, the plowman deeper than his furrow, and the merchant longer than his yard-stick. The highest result of education is manhood, and the prime element in manhood is character. Integrity and thought are the most practical results of school-training.

This leads me to allude to what is called the "over-education" of labor—the latest phase of the opposition of aristocracy to popular education. It is now willing to concede that a very little learning is not a dangerous thing for the laborer, but Capital, Caste, and Culture are greatly concerned lest the common people be spoiled by too much education. They see special danger in the attempt to put facilities for acquiring a higher education within easy reach of the children of toil. The free high school is assailed as the common enemy of both capital and labor.

I have only time to say that this opposition to the high school rests upon the same basis as the former opposition to the common school. A high school education now no more unfits a boy for manual labor than an elementary education did when comparatively few received it. When the great body of laboring men were unschooled, the few who learned to read and write were thus fitted to fill positions demanding intelligence more than muscle, and they were, in a sense, educated out of their former condition. Where all workmen, as in Germany, receive an elementary education, those whose education is carried to a higher point are best fitted for positions demanding intelligence. The menial labor in every community will, as a rule, be performed by those who are the least qualified to fill other positions. When only a few are educated, it will be performed by the unschooled; when all are educated, it will fall to the lot of those who are the least educated. It is impossible to carry the education of the people to so high a point that the great majority will not still represent the less educated. An education that would fit a person for what is called a higher position in an unschooled community might only fit him for the lowest grade of work in an educated community.

Aristocracy may dismiss its fears respecting the future of labor. An educated people have the art of working both with their hands and with their brains, and they may be trusted to take care of themselves. It will be found that, as a rule, education never unfits a boy for manual labor, if it does not fit him for something else. False social ideas are doing the mischief, not schooling. The higher the education of a people, the greater is their thrift and enterprise. Idleness is the twin brother of ignorance.

The foregoing propositions and facts have reference to the industrial value of general education, but there is a growing demand for special industrial training. The rapid exhaustion of the fertility of our soil, the wide improvement in the taste of our people, and the great increase in the variety of our manufactures, all demand higher technical knowledge and skill on the part of the American workman. This is specially true in the mechanic arts, where well-known causes have almost discontinued the apprentice system. If this decline of apprenticeship is not made good by technical training, the American workman will soon be at the mercy of the skilled labor of Europe. The railroad and the steamship have destroyed isolation, and nearly all skilled labor is subjected to world-wide competition. The American people are awakening to a recognition of these facts, and, as a consequence, there is a strong tendency in the direction of industrial education. The importance and value of such training are too evident to need discussion, and it is hoped that the time may soon come when those elements of technical knowledge which are of general application and utility, will be taught in the public school, and when, in addition, every important American industry will have its technical or trade schools.

In the advocacy of industrial training, great care should be taken not to disparage the practical value of general education. The subversion of the primary function of the public school to teach trades would sacrifice the more important to the less important. All experience shows that, even for industrial purposes, no technical training can compensate for the lack of intelligence and character. Thought gives quickness and accuracy to the eye and cunning to the fingers, and character is the great conservator of industry. Vice is the destroyer of industrial power, and its wasteful and injurious consumption of wealth is appalling! What industrial skill and enterprise have the common schools of New England produced!

Those of my hearers who visited the Centennial Exhibition at Philadelphia in 1876, well remember the grand display of machinery and mechanical inventions and industries in the great Mechanics' Hall. Entering the building before nine o'clock in the morning, you found all the machinery motionless and the vast hall silent. Exhibitors and operatives were quietly taking their positions, and here and there was one tightening a band, oiling a bearing, adjusting the parts of a machine or tool, burnishing a polished surface, etc. As the hands of the great clock approached the hour of nine, men glanced at their watches and a hush of expectancy pervaded the place. At last the minute-hand pointed to twelve, and a man approached the huge mass of polished metal in the centre and moved a lever, and then another. The ground began to tremble, the huge shaft above to turn, and the motion instantly ran out through shafts, bands, and wheels, and the immense area was filled with the whirl and hum of thousands of the finest machines and tools which human ingenuity had then devised, all doing their marvellous work—planing, turning, drilling, filing, printing, engraving, weaving, spinning, sewing, knitting, embroidering, etc., etc.

The power back of all this wondrous display of motion and deftness, was a few pounds of imprisoned steam in the great engine at the centre. What the matchless engine in Mechanics' Hall was to its myriads of mechanical operations, education is to the multiplying forms of human labor. The public school is the Corliss engine of American industry.

COMMENTARY ON THE SCHOOL LAW OF INDIANA.

D.

XX.

THE LAW OF ENUMERATION.

(CONTINUED.)

5. *Who takes the Enumeration of Transferred Persons?*—There has been considerable controversy over this question, and it is still a difficult one to answer with certainty. I believe, however, that it is the duty of the trustee of the corporation *to* which the transfer is made to enumerate the transferred person, even though he is obliged to go outside his civil corporation to do this.

6. *Should Failure to Enumerate Deprive the Persons Omitted of School Privileges?*—The law provides for the education of persons between the ages of six and twenty-one years, except married persons. The failure of an officer to perform his duty in the enumeration of a person's children should not deprive them of school privileges.

7. *Rights of Persons Illegally Enumerated.*—A person who has been illegally enumerated does not thereby acquire a right to attend school. None but *bona fide* residents have a right to school privileges. The Supreme Court speaks as follows on this subject:

"The legal domicil and residence of a minor, not emancipated, is that of his parents.

"Parents residing in another state, can not send their children into this state for the purpose of procuring an education, and enable them to acquire such a residence here as will entitle them to admission into the common schools of this state, unless the circumstances are such as will create a *bona fide* legal residence here." 18 Ind. 14.

If a person has been enumerated in two different corporations, he is not thereby entitled to school privileges in both. He must be required to attend school in the one to which he legally belongs.

8. *An Important Question Answered.*—Can a person who becomes six years of age after the enumeration has been taken attend school before the next enumeration? I think the law must be interpreted in the light of the constitutional provision which requires the schools to be common schools and equally open to all. Suppose, for example, that a child in township A becomes six years of age on the first day of April, and a child in township B also becomes six years of age on the first day of April. The trustee in township A may complete his enumeration before the first day of April, and thus exclude the child in his township, while the trustee in township B may take the enumeration after April first, and thus include the child in his township. Both trustees would take the enumeration strictly in accordance with the law. If, now, by holding that the child in A can not

attend school till after the next enumeration, it would not be able to enter school until it was seven years old. I think this interpretation of the law would be unreasonable and absurd. I am compelled to hold that all children having a legal residence in a school corporation have a right to attend the schools of that corporation when they are six years of age, whether they have been enumerated or not. In this connection it might be asked whether a person who becomes twenty-one years of age after the enumeration has been taken can attend school until the next enumeration. I think a similar course of reasoning will lead to the conclusion that a person can not legally demand to be admitted into the public schools after he becomes twenty-one years of age.

XXI.

THE LAW OF TRANSFER.

THE LAW.

SECTION 16. When persons can be better accommodated at the school of an adjoining township, or of any incorporated town or city, the trustee of the town or city in which such persons reside, shall, if such persons so request, at the time of making the enumeration, transfer them, for educational purposes, to such township, town or city, and notify the trustee of such transfer, which notice shall furnish the enumeration of the children of the persons so transferred; and each trustee shall, with his report of the enumeration, report distinctly the persons transferred to his township, town or city, for school purposes, indicating in said report the number of children in charge of the persons transferred, with the same particularity that is observed in the enumeration.

SEC. 42. The county superintendent shall make out from the list of enumeration and the reports of transfers, the basis of the apportionment of school revenue to the several townships, towns and cities of their respective counties, and parts of congressional townships of adjoining counties, whose congressional township fund is managed in their counties, and report the same to the proper county auditor by the first day of June, annually, so as to enable the county auditor to accurately apportion the school revenue for tuition, according to section 118 of this act.

SEC. 13. The county auditor shall, upon the property and polls liable for taxation for state and county purposes, make the proper assessments of special school tax levied by the school trustee, in the same manner as for state and county revenue, and shall set down the amount of said tax on his tax list and duplicate thereof, as other taxes are set down, in appropriate columns, and he shall extend said assessment to the taxable property of the person transferred, which is situated in the township, town or city to which the transfer is made, and to the property and poll of the person transferred, situated in the township, town or city in which the person taxed resides, according to the rate and levy thereof in the township, town or city to which the transfer is made, and for its use; and said tax shall be collected by the county treasurer as other taxes are collected, and shall be paid, when collected, to the treasurer for school purposes of the proper township, town or city, upon the warrant of the county auditor; and to enable county auditors correctly to assess said tax, the county superintendents of the several counties shall, at the time they make out and

report to the auditor the basis of the apportionment of school revenue for tuition, as required by section 42 of this act, make out and report to said auditors a statement of transfers which have been made for school purposes according to sections 14 and 16 of this act.

SEC. 17. Each person so transferred for educational purposes, to a township, town or city, in an adjoining county, shall, annually, pay to the treasurer of such township, town or city (when a tax is levied therein for the purposes aforesaid), a sum equal to the tax levied, computing the same upon the property and poll liable to tax, of such persons in the township, town or city where he resides, according to the valuation thereof, by the proper assessor, which payment shall release his property from special school tax, in the township in which he resides, and, in default of such payment, shall be debarred from educational privileges in the township, town or city to which he may have been transferred; and the trustee thereof shall notify the trustee of the township, town or city in which he (the person transferred) resides, of such exclusion.

SEC. 3. Act approved March 8th, 1873. When bonds have been issued in accordance with this act * * * persons residing outside of any such city or town, and electing to be transferred to such town or city, for educational purposes, or who shall send their children to the school taught in any such building, shall, with their property, be liable to such tax as if they resided in such city or town, on all property owned by said person in the township, where such city or town is located. * * *

COMMENTS.

1. *A Transfer Defined.*—A transfer is a process by which a person having a residence in one school corporation can be listed or enumerated in another corporation in which he can have better school accommodation than in the corporation in which he resides.

2. *Reason for Transfer.*—When a parent or guardian demands a transfer from the school authorities of any school corporation, the authorities should demand that the cause be shown. If it appears that the applicant can be better accommodated in the adjoining corporation, the transfer should be made; not otherwise.

3. *The Right to a Transfer not Absolute.*—Question—A person desires to be transferred for school purposes. Can the trustee legally refuse to make the transfer?

Answer—He can. The right to be transferred is not absolute. The right of transfer turns upon the question whether "better accommodation" will be afforded in the corporation to which the transfer is desired to be made. The trustee has the right to decide whether such better accommodation can be effected by such transfer or not.

"The right to be transferred is not absolute, depending upon the choice of the citizen, like the right to be attached to any school in his township. It can only be claimed if he 'can be better accommodated' by such transfer, and the power of the trustee to make the transfer depends upon the existence of that condition. Of necessity, then, he must determine whether or not the condition exists, and act upon such determination. But his decision is not final. Section 164 of the act expressly provides for an appeal to the examiner from all decisions of the trustee relative to school matters; and for the purpose of preventing, as far as can be, vexatious litigation, provides

that the decision of the examiner shall be final as to certain matters, among which is enumerated 'transfers of persons for school purposes.' " 26 Ind. 345.

4. *Time for Making Transfers.*—Question—Can a person be transferred at any time during the year?

Answer—No. A transfer can be legally effected at the time of taking the enumeration. The time for taking the enumeration is fixed by law between the first day of March and the last day of April. I am of the opinion that a transfer may be legally made at any time during this period, provided it be done in season to make the proper notices of transfer to the trustee of the township to which the transfer is made.

6. *Detachment from one District and Attachment to another.*—Detaching a person from one district and attaching him to another in the same township is not an act of transfer. Transfers are made only between different corporations and not between different districts of the same corporation. A person may be so detached from one district and attached to another district in the same township if he desires at any time during the year with the consent of the trustee, upon presentation to him of a suitable reason therefor; but a person whose school privileges have been affected by his removal or by the re-location or the building of a school house, has the right at the next subsequent enumeration to choose a district in the township to which he will be attached, and the trustee must assign him to the district of his choice, whether a good reason exists for it or not.

7. *Reports of Transfers.*—When such transfer is made the trustee making the transfer should immediately notify the trustee of the corporation to which the transfer is made of the fact. The notice should state the name of the person transferred, the number of children, male and female, in charge of said person, the number and range of the township in which such person resides. "Notice of transfers should be given as soon as possible in order that the trustee may be able to include the names of parties transferred in his list and enumeration, as required by section 14. For the convenience of the superintendent, each trustee should, at the time of making his report of enumeration, make a separate report of all transfers to his township with the same particularity required in taking the enumeration."

The county superintendent should inspect every report of enumeration brought to him by a trustee, to see if the trustees have complied with the law in reference to transfers. He should see if proper certificates of transfer have been made by the transferring trustee to the trustee of the corporation to which the transfer is made.

When persons are transferred for school purposes, their property situated in the township in which they reside is subject to a special school tax in the township to which they are transferred, and exempt from such tax in the township in which it is situated.

The additional labor required of the auditor by a transfer is simply to enter the name of the party transferred and the value of his property situated in the township in which he resides upon the tax duplicate of the township to which the transfer is made, and assess upon such property the proper special school tax. All other property of the party transferred is subject to special school tax in the township where it is situated.

County superintendents, in making the statement of transfers required by this section, should state distinctly the names of the parties transferred, the township in which each resides, and the township to which transferred. Nothing short of this will enable the auditor properly to assess the special school tax required.

The basis of apportionment should show, by number and range, the congressional township, or parts of congressional townships which form each civil township, the number of children enumerated in each of such parts, also the whole number of children enumerated in each civil township.

With the basis of apportionment the superintendent should file with the auditor a separate statement showing what congressional townships whose funds are managed in his county, are divided by the county line; also the number of children enumerated in each part of such township.

County superintendents should keep a transfer book, in which to keep a record of all transfers made, together with a copy of all opinions and decisions in relation thereto. County superintendents should also furnish the county auditor with a complete list of the transfers which are valid on the first day of May, stating the date at which the transfers were originally made. I think it would prevent mistakes, if this complete list of transfers were furnished the auditor each year.

8 *Appeals in regard to Transfers.*—In taking an appeal from the decision of a trustee in regard to a transfer, the aggrieved party should serve a written notice upon the trustee and demand that a certified statement of his decision in relation to the matter be sent to the county superintendent. On receipt of such statement the county superintendent should set a day for the hearing of the case, and should notify both the trustee and the petitioner of the day and place when the case will be heard. Such cases should have an early determination, in order to enable the county superintendent to make his report of transfers to the county auditor as required by law. Appeals can be taken from decisions of school trustees of towns and cities in regard to transfers as well as from the decisions of township trustees.

9. *Act of March 8, 1873, Interpreted.*—The language of the statute of March 8th, 1873, in relation to transfers, quoted above, was evidently written under the impression that persons could be transferred to a city from the township only in which the city is situated. This is a mistake. The language should be as follows, viz:

"Persons residing outside of any such city or town, and electing to be transferred to such town or city, for educational purposes, or who shall send their children to the school taught in any such building, shall, with their property, be liable to such tax as if they resided in such city or town, on all property owned by said person in the township in which such person resides."

This is evidently the intent of the law, and as it is in harmony with the spirit of the other laws upon transfers, it should be so interpreted.

10. *Section 17 Interpreted.*—Section 17 applies to transfers from one county to another only. In such a case, the auditor of the county to which the transfer is made, can not assess the proper special

school tax against the party transferred, as he is not in possession "of the valuation of the property of such person as made by the proper assessor."

The party transferred should present to the trustees of the township to which he is transferred, satisfactory evidence as to the valuation of the property upon which he should pay tax.

This tax is collected, not by the county treasurer, but by the treasurer of the school corporation to which the transfer is made.

11. Miscellaneous Questions.—The following questions in relation to transfers, together with the answers thereto, are from the records of the Department of Public Instruction during the past six years, to-wit:

1. *Question*—Can a person be transferred from a school corporation to one not adjoining?

Answer—The uniform ruling of this office has been that he can be so transferred. The mere question of an intervening corporation should not affect the right of transfer if the party can show "better accommodation."

2. *Question*—Can a person claiming a transfer urge as a reason a poor school at home?

Answer—It is the interest and object of the state that all the public schools shall be efficient. To this end it has provided that they shall have equal privileges, that is to say, shall be of equal length, and have efficient teachers employed to teach the branches required by law, without regard to the cost of the school. When, therefore, a district, by reason of its own failure, neglect or want of interest, has not an efficient school, a party attached to the district can not claim the right of transfer, on the plea of "better accommodation," because the school is a poor one, for it would be taking advantage of his own failure of duty or want of interest. If a transfer under such circumstances could be claimed, I conceive that it would work to the injury of many of our schools, as well as produce difficulty in their management.

But if a large majority of the pupils of the district, in which the party desiring a transfer resides are of a primary grade, so that pupils more advanced could not be accommodated, the party in question, on a plea of "better accommodation," that his children might pursue studies more advanced than could be taught in the school, could claim the right of transfer, for in this case the transfer would not be to the injury, but to the advantage and interest of the school.

The term "better accommodation," the Legislature evidently intended should apply to those circumstances over which an individual has no control, and not to those which he might have avoided or remedied.

3. *Question*—Has a trustee the right to transfer a person who can not be better accommodated by such transfer?

Answer—No. See Supreme Court decision, quoted in a previous paragraph.

4. *Question*—If the trustee refuses to transfer, is there any remedy?

Answer—Yes. An appeal can be taken by the aggrieved party from the decision of the trustee to the county superintendent, whose decision is final.

5. *Question*—Can the trustee of the corporation to which the transfer is desired to be made refuse to accept the transfer?

Answer—He can not. The transfer must be made by the trustee of the corporation to which the person desiring to be transferred belongs, and not by the trustee of the corporation to which the transfer is desired. A trustee can not refuse to accept a transfer that has been legally made.

6. *Question*—Is the avoidance of paying taxes a good reason for making a transfer?

Answer—No. The term "better accommodation" applies to the children.

7. *Question*—If a person has been transferred from school corporation A to school corporation B, can he be re-transferred without his consent?

Answer—No. A person can not be transferred under any circumstances without his consent.

8. *Question*—Must a person transferred from one corporation to another, be transferred each year?

Answer—No. It is held that a transfer once made remains in full force until the trustee of the corporation to which the transfer is made makes a re-transfer.

9. In case a person resides in a city and has real estate in an adjoining township, the property in the adjoining township can not be taxed by the city authorities for school purposes, but it can be taxed by the township authorities for school purposes. In case a person lives in a township and is transferred to a city for school purposes, his property in the township is justly liable to the tax imposed by the city school authorities for school purposes. If he subsequently removes to the city, the previous transfer becomes null and void by such removal. The property remaining in the township should then be taxed by the township for school purposes. Should he subsequently remove to the township, the property in the township should still be taxed by the township for school purposes.

10. *Question*—Can a person be transferred from a city or a town to a township for school purposes?

Answer—The school law, section 16, reads as follows: "When persons can be better accommodated at the school of an adjoining township, or of any incorporated town or city, the trustee of the *town or city* in which such persons reside shall, if such persons so request, at the time of making the enumeration, transfer them, for educational purposes, to such township, town or city," etc.

The above language clearly authorizes the trustees of towns or cities to transfer persons to other corporations for school purposes.

11. *Question*—If a person is transferred from corporation A to corporation B, for school purposes, does the fact that his children subsequently become of age, re-transfer him from corporation B to corporation A?

Answer—It was held by one of my predecessors, that when the reason for a transfer ceased to exist, the transfer itself was thereby made nul.

I am of the opinion that the case should be stated thus: When a person has been transferred from corporation A to corporation B, for

school purposes, and the reason for the transfer subsequently ceases to exist, this affords sufficient ground for demanding a re-transfer from corporation B to corporation A ; " but I do not think that the fact that the reason for the original transfer ceases to exist, in and of itself re-transfers the person from corporation B to corporation A. I hold that a person transferred for school purposes remains transferred until the transfer is voided by death, removal, or by re-transfer by the trustee of the corporation to which the transfer was originally made. Any other decision would produce confusion. For example, without a notice of transfer by the trustee of corporation B to the trustee of corporation A, how would the trustee of corporation A be made aware of the fact that the person previously transferred to corporation B again passed under his jurisdiction ? Or, what is more to the point, how would the county superintendent be able to notify the auditor that the transfer, which he had previously reported, had ceased to exist, and that the property of the person so transferred should be taxed for the benefit of corporation A ?

12. *Question*—When a person has been transferred from corporation A to corporation B, whose duty is it to take subsequent enumerations ?

Answer—The Attorney General decides that it is the duty of the trustee to whose corporation the transfer was made.

13. *Question*—Can a parent, or guardian, transfer one member of his family and not the others ?

Answer—No. A transfer must transfer the parent, or guardian, and with him all his children must be enumerated.

14. *Question*—A person is transferred from corporation A to corporation B. He subsequently moves his residence. Is the property that he owned in township A at the time of transfer to be taxed for the benefit of corporation A or corporation B ?

Answer—The transfer has been made by the trustee and so reported to the county superintendent. The record for that year has been made up, and I do not see how it can be changed. It seems to me that the property must be taxed for the benefit of corporation B in the first levy subsequent to the transfer ; but the removal sets aside the transfer, and at the next enumeration it should not be recognized. If no new transfer is had the property should thereafter be taxed for the benefit of corporation A.

15. *Question*—If a party who has been transferred from corporation A to corporation B moves his residence to another place in the same township, should his children be permitted to attend school in corporation B during the year ?

Answer—By a strict construction of the law, I think a removal vitiates a transfer, but inasmuch as corporation B procures for a year the benefit of the transfer, I think justice would be served if the party so transferred were permitted to attend the school in corporation B until the next enumeration. This attendance should not be permitted after the enumeration, unless a new transfer is secured.

16. *Question*—In the above case, if the property formerly occupied by the transferred person were subsequently occupied by another person, would such occupant acquire any right to transfer thereby ?

Answer—I think this question should be answered in the negative.

A person can not acquire a transfer except by choice, made at the time of taking the enumeration.

17. *Question*—Can a party be transferred for school purposes who has no legal charge of children of school age?

Answer—He can not.

18. *Question*—Is a person, transferred from a school corporation in one county to a school corporation in another county, exempt from local tuition tax in the county in which he resides, upon presentation of proper certificates as required by section 17 of the act of March 6, 1865?

Answer—This is an important question, and I answer it at some length. Section 12 of an act of March 6, 1865, provides, among other things, as follows: "The trustees of the several townships, towns and cities, shall have power to levy a special tax in their respective townships, towns and cities, for the construction, renting, or repairing of school houses, providing furniture, school apparatus, and fuel therefor, and for the payment of other necessary expenses of the school, except tuition; but no tax shall exceed the sum of twenty-five cents on each one hundred dollars worth of taxable property, and fifty cents on each poll in any one year, and the income from said tax shall be denominated the special school revenue," etc.

This section 12 was amended March 8, 1873, so as to make the levy fifty cents on each one hundred dollars, and one dollar on each poll.

Section 16 of the former act provides for the transfer of persons from a school corporation in one county to an adjoining school corporation in another county. Section 17 of the same act provides as follows:

"Section 17. Each person so transferred for educational purposes to a township, town or city in an adjoining county shall, annually, pay to the treasurer of such township, town or city (when a tax is levied therein for the purpose aforesaid) a sum equal to the tax levied, computing the same upon the property and poll liable to tax, of such persons in the township, town or city where he resides, according to the valuation thereof by the proper assessor, which payment shall release his property from special school tax in the township in which he resides."

The term special school tax, as used in section 17, refers distinctly to the tax of twenty-five cents on each one hundred dollars, and fifty cents on each poll mentioned in section 12 of the act of 1865. I think there can be no doubt that the provisions of section 17 also cover said section 12 as amended in 1873, and that persons transferred from a school corporation in one county to a school corporation in another county are, upon presenting the certificate to the auditor of the county in which they live, as required by said section 17, exempt from the special tax of fifty cents on each one hundred dollars, and one dollar on each poll, or any part thereof, that may be levied, within the school corporation in which said transferred persons reside.

We come now to the first question asked. Does the exemption spoken of in section 17 of the act of March 6, 1865, relieve the party so transferred from payment of "local tuition tax" levied in the county in which he resides?

I think the law should be so construed.

The act authorizing this so-called "local tuition tax" was approved March 9, 1867, and reads as follows: (Page 59, School Law, edition of 1877)—

"Section 1. Be it enacted by the General Assembly of the State of Indiana, That the trustees of the civil townships, the trustees of incorporated towns, and the common councils of cities shall have power to levy annually a tax not exceeding twenty-five cents on each one hundred dollars of taxable property, and twenty-five cents on each taxable poll; which tax shall be assessed and collected as the taxes for state and county revenue are assessed and collected.

"Section 2. The funds arising from such tax shall be under the charge and control of the same officers, secured by the same guarantees, subject to the same rules and regulations, and applied and expended in the same manner as funds arising from taxation for common school purposes by the laws of this state: Provided, That the funds assessed and collected in any civil township, incorporated town or city, shall be applied and expended in the same civil township, incorporated town or city in which such funds shall have been assessed and collected."

The tax here authorized is a special local tax. It is not a general tax levied for the benefit of the children of the whole state, nor indeed for the children of the whole county. It is levied within a specific school corporation for the benefit of the children in that corporation. When a person is transferred from one school corporation to another in the same county, he is relieved from all local school taxes in the corporation in which he resides, and is subject to all local school taxes in the corporation to which he is transferred. This is just and proper. The school corporation in which he resides does not educate his children. It should not, therefore, levy a tax upon him to the prejudice of the corporation that does educate his children. He should certainly be taxed for the benefit of the corporation that educates his children. No man ought to pay twice for the same thing, and he should therefore be exempt from taxation in the corporation in which he lives.

Suppose, now, that a man was transferred from a school corporation in one county to a school corporation in another county, the same principle does and should apply. He is bound to pay all the school taxes levied in the corporation *to* which he is transferred. He should not be taxed by the corporation *from* which he is transferred. The law is very explicit in regard to the special tax of fifty cents on each one hundred dollars, and as the same principles apply in reference to the so-called "local tuition tax," the Legislature certainly did not intend that there should be any exception. It did not specifically re-state the precise mode by which the principles should be applied in case of transfer from a school corporation in one county to a school corporation in another county, in the act authorizing the so-called "local tuition tax" of 1867, but it did say that this tax should be "secured by the same guarantees, subject to the same rules and regulations, and applied and expended in the same manner as funds arising from taxation for common school purposes by the laws of the state."

I think that equity, and a fair construction of the law will exempt a person transferred from a school corporation in one county to a school corporation in another county, from all local school taxes, of whatever kind, in the county in which he resides.

EDITORIAL.

Every one should read the programme of the Southern Indiana Teachers' Association, and attend if possible. There is no doubt but that the meeting will be an interesting one.

DOES THIS MEAN YOU?—It is to be hoped that the comparatively few teachers who are yet in arrears for their Journals will not by delay make it necessary for the editor to send them personal "reminders."

Especial attention is called to the large number of new advertisements in this issue. It always pays to read the advertisements. A reader of the Journal recently said that he always got the full value of his subscription in the advertisements and book notices. By this means he kept posted as to whatever is new and interesting in the way of books, desks, school supplies, schools, and everything that marks the progress of the profession. The number of agents wanted this month is remarkable. When answering an advertisement always tell where you saw it.

We give space this month to the very able paper of Pres. White on "The Relations of Education to Industry." It is the most complete refutation of the oft repeated statement, "educate a boy and he won't work," that we have seen. Dr. W. T. Harris says of it, "It is the *best* address on the Relation of Education to Labor that I have ever read." It is a strong defense of general intelligence among the masses, and a noble defense of high schools and higher education. It furnishes arguments with which to refute attacks frequently made upon the schools by ignorant or selfish persons. It is to be hoped that every patron of the Journal will give the article a careful reading.

SPECIAL OFFER.—We make the following offer to any one sending us subscribers before April 15, 1881:

For *one* subscriber and \$1.50 (regular rates) we will send, post-paid, a Pocket Map of Palestine. Paper-bound.

For *two* subscribers and \$3.00, we will send a Pocket New Testament Map of Palestine, neatly bound in leather, or a good Map of Indiana.

For *five* subscribers at club rate (\$1.25 each), we will send either of the following, post-paid: Leather-bound Map of Palestine, Map of Indiana, Macauley's Life and Letters, Geikie's Life and Words of Christ, Æsop's Fables, Milton's Complete Poetical Works, Virgil translated by Dryden, The Koran (Mohammedan Bible), Don Quixote, Arabian Nights, Robinson Crusoe, Health by Exercise, Hopkin's Comic History of the United States, Health for Women. *For larger clubs larger premiums.*

SUBSCRIBERS TO THE WESTERN NORMAL EDUCATOR, ATTENTION!

THE EDUCATOR having been transferred to Mr. Bell, of this journal, you will receive the INDIANA SCHOOL JOURNAL for the remainder of the time for which you subscribed. Subscribers to both journals will have their time extended to cover that for which they subscribed for the Educator. Those who are acquainted with the School Journal will certainly feel that they are not losers by the change, while to such readers of the Educator as have never examined the School Journal we shall have the pleasure of introducing one of the best educational periodicals in the United States.

As explanatory of the change, we would say that while the Educator received a fair patronage and won many friends, yet with three or four good journals already established in the state, the demand for a publication of its kind did not seem to warrant publishing it longer. To all our friends who so kindly joined hands with us to make the Educator a success, we tender our heart-felt thanks and the assurance that their kindness will be remembered. We trust that neither their efforts nor our own have been altogether in vain.

E. B. SMITH.

From the above it will be seen that the *Western Normal Educator*, edited by E. B. Smith, in the interest of the Central Normal School at Ladoga, has been discontinued, and that this Journal will be sent to fill the unexpired time of its patrons. The Educator was a creditable paper. The faculty of the Normal have decided to give up the journal business and devote themselves exclusively to the legitimate work of their school. If the faculties of other normal schools should come to the same wise conclusion the Journal will congratulate them and do what it can to fill the entire Indiana field with credit to the state and advantage to the teachers.

THOROUGHNESS IN EDUCATION.

Under the above heading an editorial article appeared in the August number of the Journal for 1880, and in it the following language was used:

. . . Too many persons forget that the mind is an organism that *grows*, grows according to fixed laws. . . .

. . . . The *length of time* it will take for the mind to accomplish a given amount of work and gain a given amount of culture is pretty well established, by not only years but centuries of experience. For example: After reaching a certain standard it takes the average mind about so long to master a college course of study, and there is no clap-net method that will enable one to do it in much less than that time. Certainly good methods and good teaching might shorten in some degree the time and increase the discipline of mind gained, but the chief part of the work is done in the mind of the student—it is a subjective operation and can not be pressed beyond a given limit. A teacher who proposes to teach all the Latin in "*one-half*" the usual time, or to

"give in a course of *three* years more than the old foggy colleges give in *six*," is simply — well, he is a — he's a deluded — well, it's never been done yet, *except on paper*. . . .

A few terms in a normal school are a great deal better than nothing, but they can not supplant or do away with the necessity of the broad foundation. This is not an argument against normal schools; the writer believes most heartily in them. He simply insists upon their doing thorough work and doing what they profess to do.

The argument is in favor of a broad education as a thorough preparation for any calling, especially for teaching, and insists that *time* is an essential element.

In the November number of *The Normal Teacher* the above article is criticised in the following language:

"Its (the Journal's) editor, Mr. Bell, is well known as a sincere, earnest worker, with strong convictions and undoubted ability to set them forth. He has lately experienced some difficulty in handling without touching the young "Normals" of Indiana. His late attempt in the August Journal interested us. Patrick Henry was hardly more successful with George III. Look out, Bro. Bell, you may be misunderstood. Dashes and exclamation points are good protection, but they are *so* suggestive. Now what if some sensitive, un-state, unorthodox, normal school man should conclude that you intended to call him a liar and his work a humbug, (which we verily believe your language could, by a not unfair interpretation, be made to signify), what great injustice would be done to your high soul and lofty character. For any one who knows you, knows that you would not descend to notice in your respectable journal *certain* normal schools (unless you were paid for it as advertising), much less would you be guilty of the vulgarity which such an expression indicates. Playing with good flour will make most anybody white." . . .

The editor of the Journal deprecates *personal* journalism. He does not believe that an editor has a right to use his position to abuse either individuals or institutions. He may criticise persons or corporations only so far as their actions are related to principles or to public interests.

The August article in the Journal is wholly *impersonal*—it discusses principles. It is not equivocal. It was not intended to be. Even the dashes leave no doubts in the reader's mind as to the sentiment of the writer.

The article has been carefully reviewed in the light of the above criticism, and the writer finds in it nothing to change. He endorses every line and every word of it, dashes and all, and if, as is threatened, some normal school wishes to make a personal application to itself and play the part of George III, so much the worse for the school. It will please remember that George got *licked*.

The article makes three points: (1) It pleads for a *liberal* education. (2) It insists that *time* is an essential element of this education. (3) It condemns the "blow-hard" method of advertising.

The insinuation that it discriminates, even by implication, against "young normals" or "un-state" normals is wholly gratuitous. Such an interpretation

of the language is not possible by any fair-minded disinterested person. The Journal will not be willingly placed even in seeming opposition to any school, whether state or private, old or young, that is doing thorough, honest work. It heartily endorses all such schools.

The article is undoubtedly correct in principle, and expresses the sentiments of ninety-nine hundredths of the thinking teachers of the state; and the writer is glad to know that the principals of at least three normal schools in this state cordially endorse it. It is to be regretted that the *Normal Teacher* commits to adverse principles.

GEMS OF THOUGHT.

Look up and not down,
Look forward and not back,
Look out and not in,
And lend a helping hand.

Thy fate is the common fate of all,
Into each life some rain must fall,
Some days must be dark and dreary.

[Longfellow.

A deliberate thought is a flower of the mind.—*Rollin*.

Love is the poetry of the senses.—*Balsac*.

Diversity of opinion proves that things are only what we think them.—*Montaigne*.

A man should never blush in confessing his errors, for he proves by his avowal that he is wiser to day than yesterday.—*Rosseau*.

Wise men mingle innocent mirth with their cares as a help either to forget or overcome them, but to resort to intoxication for the ease of one's mind is to cure melancholy with madness.—*Charron*.

After all, the most natural beauty in the world is honesty and truth, for all truth is beauty. True features make the beauty of the face, and true proportions the beauty of architecture, as true measures that of harmony and music.—*Shaftsbury*.

Wm. T. Harris will deliver the same course of lectures in Indianapolis that he recently gave at the State University. See Jan. Journal for list of topics. The lectures will be given on the following dates, in the evening: March 14, 15, 16, 21, 22, 23. The prices fixed are 35 cts. for a single lecture, \$1.50 for the course of six. In the estimation of the best judges this is the best course of educational lectures ever given in the United States. Teachers who can hear them will be richly repaid.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR DECEMBER, 1880.

WRITING.—1. What position for writing at the desk do you require pupils to take, and why? 2 pts., 5 each.

2. Explain the principal movements in writing. 10
3. What is a right curve in writing? 10
4. What is meant by a space in height? 10
5. Name the small letters in the order in which you would introduce them for analysis. 10

Write this couplet as a specimen of your writing:—

“’Tis with our judgments as our watches; none
Go just alike, yet each believes his own.”—POPE.

1 to 50.

SPELLING.—1. In what six ways may the sound of *a* in *all* be represented? Give a word illustrating each. 10

2. How do you deal with words that have been missed in the spelling exercise? 10
3. Give words illustrating all the different sounds which *a* may be used to represent. 10
4. Represent by use of diacritical marks the sound of the letters in the following words: *Burn, work, dirt, group, bush.* 10
5. Spell 20 words pronounced by the examiner. 60

READING.—1. Describe the alphabet method of teaching reading, and state why it is inferior to either the word or phonic method. 10

2. Define silent reading as distinguished from oral reading. 10
3. Why should pupils be required to make a thought analysis of a lesson before being required to read it orally? 10

4 and 5. Write a thought analysis of the following poem, by telling (1) *What* the poem is about; (2) *when* is the scene which it describes; (3) *where* you suppose it to be; (4) *what* is the purpose of the writer. 20

MARCH.

1. The cock is crowing,
The stream is flowing,
The small birds twitter,
The lake doth glitter,
The green field sleeps in the sun;
The oldest and the youngest
Are at work with the strongest;
The cattle are grazing,

Their heads never raising;
There are forty feeding like one!

2. Like an army defeated,
The snow hath retreated,
And now doth fare ill
On the top of the bare hill;
The plowboy is whooping anon, anon.
There's joy in the mountains;
There's life in the fountains;
Small clouds are sailing,
Blue sky prevailing;
The rain is over and gone!

[William Wordsworth.]

6. The examiner should mark the applicant upon the oral reading of this selection, from 1 to 50.

ARITHMETIC.—1. What kind of a number is the result of each of the following? Why?

(1) A concrete \div a concrete.

(2) An abstract \div an abstract.

(3) A concrete \div an abstract. 3 pts., 4 off each.

2. If \$80 will buy 3 A. 24 P. 20 sq. yd. 4 sq. ft. of land, how much will \$500 buy? Proc. 5; ans. 5.

3. At 25 cents per liter, what is the value of 3 kiloliters of brandy?

Proc. 5; ans. 5.

4. If $\frac{3}{8}$ of a barrel of cider cost \$1 $\frac{1}{2}$, what will be the cost of $\frac{1}{4}$ of a barrel? By analysis. Anal. 5; ans. 5.

5. A merchant bought goods at \$1.20 per yard; how must he mark the goods that he may fall 25 per cent. on the marked price, and still gain 20 per cent. on the purchase price? Proc. 5; ans. 5.

6. What principal in 3 yr. 4 mo. 24 da. will amount to \$761.44 at 5 per cent. per annum? Proc. 5; ans. 5.

7. For what sum must a note dated April 5, 1880, for 90 da., be drawn that when discounted at 7 per cent., April 21, 1880, the proceeds may be \$650? Proc. 5; ans. 5.

8. A room is 20 ft. long, 16 ft. wide, and 12 ft. high; what is the distance from one of the lower corners diagonally to the opposite upper corner?

Proc. 5; ans. 5.

9. Define (a) a cylinder; (b) a prism.

Proc. 5; ans. 5.

10. Give two reasons why you would require pupils to make figures or diagrams to illustrate the problems solved in mensuration, square root, and cube root. 10

GRAMMAR.—1. Correct: The whole need not a physician but them that are sick. Parse *but*. 2 pts., 5 each.

2. Punctuate: If a man does not make new acquaintances as he advances through life he will soon find himself left alone. 10

3. The peacock struts about saying, "What a fine tail I have!" Parse *saying* and *what*. 2 pts., 5 each.
4. Analyze the above sentence. 10
5. Conjugate the verb *pay* in the infinitive forms. 10
6. Give the corresponding masculine or feminine of the following nouns: baron, duke, lad, belle, equestrienne. 5 pts., 2 each.
7. Write an exclamatory sentence, an imperative sentence, an interrogative sentence, and a declarative sentence, using the same predicate verb in each. 4 pts., 2½ each.
8. I have had more than time enough for my examination. Parse *more* and *than*. 2 pts., 5 each.
9. In the above sentence parse *time* and *enough*. 2 pts., 5 each.
10. Correct: *I might have went home earlier*, and give the reason for the change. 2 pts., 5 each.

GEOGRAPHY.—1. In traveling westward over the great plains, what proof that the earth is round would you discover? 10

2. Name five of the articles usually shipped from the North to the South by the Mississippi and its branches. 5 pts., 2 each.

3. What large city in the U. S. is on an island? What city in Spain lies directly south of Edinburg? 2 pts., 5 each.

4. Name the capitals of the Netherlands, Belgium, Norway, Turkey in Asia, Switzerland. 5 pts., 2 each.

5. Which is the longest line of direction of Indiana? Name the three prominent cities that lie in this line. 4 pts., 3 off for each one.

6. A bird flies in a direct line from Edinburg to Rome. Over what countries does it pass? 6 pts., 2 off for each one.

7. Through the mouth of what great river does the equator pass? What city is on the equator? 2 pts., 5 each.

8. What is the general direction of the mountain ranges of Europe? Of South America? 2 pts., 5 each.

9. Which is the warmest coast of Great Britain? Why? 4, 6.

10.

Country.	Government.	Ruler.	Capital.	Exports.	Climate.
Egypt.					
Italy.					

10 pts., 1 each.

HISTORY.—1. Name three sources of history.

4 for 1 pt.; 7 for 2; 10 for 3.

2. Give a brief sketch of Andrew Jackson. 10

3. (a) Who completed the invention in America of the electric telegraph?
(b) In what year? a, 6; b, 4.

4. Name four important national events in President Tyler's administration. 3 off each one.
5. In what circumstances was Texas annexed? 10
6. What was the Kansas-Nebraska bill, 1854? 10
7. What was the origin and aim of the Free Soil party, 1848? 10
8. What States were admitted to the Union in President Buchanan's administration? 10
9. (a) Who was the first Republican candidate for President? (b) In what year? a, 6; b, 4.
10. Name five principal battles of the civil war, 1861-'5. 5 pts., 2 each.

PHYSIOLOGY.—1. Why are the brain and spinal column so completely protected by a bony covering, the organs of the chest less so, and those in the abdomen still less so? 3 pts., 4 off for each one.

2. How can you determine the muscular strength of a man or an animal? According to weight, which is the stronger, the man or the horse? 2 pts., 5 each.

3. Classify the following kinds of exercise according to your judgment of their comparative worth: horseback riding, carriage driving, walking, running, swimming. 10

4. Name three effects resulting from healthy sleep. 3 pts., 4 off for each one.

5. What rules would you give for the use of warm and cold baths? 2 pts., 5 each.

6. What are the seats and indications of the sensations of hunger and thirst? 4 pts., 3 off for each one.

7. What are the active agents of intestinal digestion? Upon what elements of food do they act? 2 pts., 5 each.

8. What is the cause of the pulse? Why have the veins no pulsations? 2 pts., 5 each.

9. As carbonic acid is heavier than air, what plan would you adopt to free a school room from the accumulation? 10

10. Name the special senses and the organs of each. Tell which organs are single and which double. 1 off for each one.

THEORY AND PRACTICE.—Write a page or more on incentives to study, giving the different classes of incentives and their relative value, and stating your opinion of the practice of detaining pupils after school to prepare lessons, and also of the system of prizes and rewards, etc.

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED IN JANUARY—BY THE MEMBERS OF STATE BOARD.

There being no questions sent out by the State Board for December, none were published in February; and as a result there are no answers this month, except those on reading and orthography, which were omitted last month.

READING.—1. "Describe the phonic method of teaching reading."

The phonic method is a synthetic method. In this it is like the alphabet method. Both begin to teach a word by teaching the elements which compose it. The alphabet method teaches the name of the letters and then proceeds to combine these letters into words, without giving the learner any knowledge of the sounds which these letters represent. The phonic method teaches, first, the sounds of the letters which form a word, and then combines these sounds, thus forming the spoken word. In the use of this method a knowledge of the *names* of the letters is of no practical value. It is *convenient* to know the name of the letter because you wish often to call the character by name, which represents the sound to which you desire to direct the attention of the learner. But the name of the letter is not an element in the spoken word, and therefore is not taught until the pupil has made some progress in constructing words from the elementary sounds. It is usual to teach at first only the short sounds of the vowels, and to construct such words as contain these sounds, and consonant sounds. The phonic method rigidly pursued requires that many common words be omitted from the reading lessons for a long time. This must be done to avoid the confusion that would follow the effort to teach several different sounds to the *same letter*, to very young children.

2. One difference between primary and advanced reading: as the young pupil advances in his reading, he begins to meet with words that are new to him, both in the *idea* they express and in their form. The first words taught him are unknown only in their form. The ideas they express are familiar to him, and he has only to learn to associate the forms of the words with these familiar ideas. When the idea and form are both unknown, both must be taught. It is much more difficult to teach the learner the *idea* in the word than to teach him the name of the word. The easier task is often performed and the more difficult one neglected, and thus pupils form the habit of simply naming words which are to them devoid of meaning. The main purpose of the teacher should be to teach the pupil to put the right content, the right meaning, into the word.

3. As an answer to the 3d question, we quote from Archbishop Whateley's Annotations on Lord Bacon's essay entitled, *Of Studies*:

"I have elsewhere suggested to the teacher to put before his pupils, *previously to their reading* each lesson, some questions pertaining to the matter of it, requiring of them answers, oral or written, the best they can think of *without consulting the book*. Next let them read the lesson, having other questions, such as may lead to any needful explanations, put before them as they proceed. And afterwards let them be examined (introducing numerous examples framed by themselves, and by the teacher), as to the portion they have read in order to judge how far they remember it. Of the three kinds of questions, which may be called: 1. Preliminary questions; 2. Questions of instruction; 3. Questions of examination, the last only are, by a considerable portion of instructors, employed. And the elementary books, in 'question and answer,' consist, in reality, of questions of this description.

"But the second kind—what is properly to be called instructive questioning—is employed by all who desire to be reckoned good teachers.

"The first kind—the preliminary questioning—is employed (systematically and constantly) but by few. And, at first sight, it might be supposed by those who have not had experience of it, that it would be likely to increase the learner's difficulties. But if any well-qualified instructor will but carefully and judiciously try the experiment, he will be surprised to find to how great a degree this exercise of the student's mind on the subject will contribute to his advancement. He will find that what has been taught in the mode above suggested, will have been learned in a shorter time, will have been far the more thoroughly understood, and will be fixed incomparably the better in the memory."

PROGRAMME OF THE FOURTH ANNUAL MEETING OF THE SOUTHERN INDIANA TEACHERS' ASSOCIATION.

TO BE HELD AT LAWRENCEBURG, IND., MARCH 16, 17 AND 18, 1881, BEGIN-
NING AT 7:30 P. M., IN M. E. CHURCH.

Evening Exercises.—Music. Prayer—Rev. Ed. Campbell, Pastor M. E. Church. Music. Address of Welcome—Rev S. N. Wilson, Pastor Presbyterian Church. Response—J. W. Caldwell, retiring President. Inaugural Address—D. Eckley Hunter, Supt. schools, Washington, Ind. Appointment of Committees.

Thursday, 8:30 A. M.—Morning spent in visiting Lawrenceburg schools.
1:30 P. M.—Exercises at the Court House. 1. Music. 2. Improvements in the course of study in our Public Schools—David Graham, Supt. Rushville. 3. Discussion opened by H. B. Jacobs, Supt. New Albany. 4. Tact—E. A. Height, President Vincennes University. 5. Authors—Jno. B. Peaslee, Supt. Cincinnati.

Evening, 7:30.—Exercises at Court House. 1. Music. 2. Effects of Moral and Literary Culture in Public Schools—John B. Peaslee.

Friday, 9:00 A. M.—Exercises at High School. 1. How may we know and meet the Intellectual Wants of our Pupils?—Miss Anna L. Rice, Lawrenceburg. Discussion opened by W. A. Bell, Indianapolis. 2. Special Work—C. D. Bogart, Prin. High School, Lawrenceburg. 3. Discussion opened by T. V. Dodd, Supt. Madison. 4. County Superintendency, its past, present and future—J. M. Wallace, Supt. Bartholomew county. 5. Discussion opened by H. B. Hill, Supt. Dearborn county, and Thomas Bagot, Supt. Ripley county.

1:30 P. M.—1. Literature—Dr. W. T. Stott, President Franklin College. 2. The Demand of the Hour in Educational Progress—John Mickleborough, Prin. Normal School, Cincinnati. 3. How to interest pupils in the study of the Natural Sciences—Clifton Scott, Supt. Orleans. 4. Report of Committees and election of Officers.

Miscellaneous.—The programme is not fully completed, but will be in ample time to be sent to teachers desiring more than is here given.

Teachers are urged, where it is possible, to be present at the opening session and remain until the close. Papers should not exceed 25 or 30 minutes. Those appointed on discussion are requested to not prepare manuscript.

Railroads.—The O. & M., J. M. & I., W. W. V., L. N. A. & C., and C. I. St. L. & C., will sell tickets at reduced rates, on presentation of "orders for excursion tickets." Teachers desiring orders will enclose stamp to J. R. Trisler, Lawrenceburg, stating over what roads they will travel, and give number of orders needed. Send early. The U. S. Mail Line Co. will sell tickets at reduced rates from Louisville. Teachers will state that they are intending to attend the Association.

Hotels.—Hitzfield House, Hunt's Hotel, and Fitch House, \$1.00 per day. Boarding houses 60 to 75 cents per day. A Committee on Entertainment—C. D. Bogart, Chairman—can either be found at the depots or school building, to assist teachers in securing boarding places. Teachers should write to Mr. Bogart, giving number expected to attend.

The music will be under the management of Prof. E. A. Roehrig, Supt. Music, Lawrenceburg.

A cordial invitation is extended to teachers in all parts of the state, and those in Southern Indiana should be especially interested.

J. R. TRISLER, Chairman Ex. Com.

BROOKSTON.—The Third Annual Teachers' Reunion was held at Brookston, Jan. 21st and 22d. The attendance was good, and great interest was manifested. Instruction in Grammar, by G. M. Smith; in Arithmetic, by W. H. C. Ishem. Miss Fannie Stretch conducted a recitation in Primary Reading, on the Normal plan; also gave a method to teach reading. Papers were read by H. C. Bryan, J. W. Holtzman, G. W. Ishem, Eda Cutler, Fannie Stretch, J. Young, C. C. French, and Biography of Burns, by R. L. Cox. The lecture given on Friday evening by Prof. J. V. Coombs, of Ladoga, on "Our Peculiarities," was listened to with deep interest, by a large audience. Recitations, by Retta Mills and Emma Pettit. Biography of Teachers, by Mary Carrie. The exercises Saturday evening were followed by a "social." On the whole it was a very enjoyable time. MARY MILLS, Sec'y.

HANCOCK COUNTY.—The teachers of Hancock county held an interesting meeting in Greenfield, on Saturday, Jan. 22d, the same being a regular meeting of the Teachers' Association. More than 50 teachers were present, notwithstanding the disagreeable weather. In addition to the regular programme Prof. A. C. Shortridge interested the Association with one of his sensible talks. A committee of five was appointed to arrange the written work of the schools of the county for public exhibition and to set a time for the same.

Prof. E. E. Smith has indicated his intention to conduct the Purdue Normal again next summer.

The Normal School at Danville is well attended, and is reported in a very prosperous condition.

The last census shows that there are still living in Indiana 233 Indians, 109 of them in Miami county.

Van Antwerp, Bragg & Co. have sold out their jobbing stock of miscellaneous "outside" books and stationery to Robert Clark & Co., and will hereafter devote themselves exclusively to their own publications.

A Reading Association has been formed in Vermillion county. It held a public "Reading Contest" in Clinton, Saturday evening, Feb. 26th. The prizes offered were Dickens's Complete Works, Webster's Unabridged, and Chambers's Encyclopædia.

ADAMS COUNTY.—We hear favorable reports from the schools of this county. The attendance is 77 per cent. on the enumeration, which is certainly good. No other county in the state has so lucky a superintendent, and but few, if any, have better workers.

Muncie is making an effort to secure the meeting of the next State Teachers' Association. It has railroads entering it from five directions, has a fine new high school building, has fair hotels, and last but not least, a cordial and whole-souled class of teachers and citizens. If the Association goes to Muncie it will be handsomely treated.

The March and April number of *Education* contains an article by Prof. Seely, of England, on "The British Race"; one by W. T. Harris, on "The Press as an Educator"; and Mr. Lovejoy, of Washington, discusses Richard Grant White's attack on Public Schools. These articles indicate the value of this number of the great educational magazine.

THE STATE ORATORICAL CONTEST will take place in English's Opera House, Indianapolis, April 14th. The following Colleges will be represented: Hanover, Franklin, Wabash, Butler, Purdue, Asbury, State University. Frank George, of Asbury, is President. The following persons have been selected as judges: Stanley Matthews, O.; R. S. Taylor, Ft. Wayne; G. W. Friedley, Bedford; H. S. Tarbell and Abram W. Hendricks, Indianapolis.

WHICH IS IT?—*Mr. Editor*: In the February number of the Journal the statement is made that the first telegram ever sent in the United States was the report of Polk's election to the Presidency. Now it has been my understanding, and I am supported by standard authority, that it was the announcement, not of Mr. Polk's election, but of his nomination, that was sent from Baltimore to Washington, May 29, 1844. PARKE.

THE PHOTOTYPE.—At the last meeting in Paris of the Society for the Encouragement of Industry, a process was explained by which engraved plates are produced directly from negatives photographed from nature. The process consists in brief in coating a metallic surface with a film of albumen, so pre-

pared chemically that the parts upon which the light falls in the exposure of the plate may be washed away, while the other parts are retained. By this means an image of albumen is left upon the plate. This image is rendered insoluble in acid, after which acid is applied to the whole surface and permitted to etch the exposed metal, leaving under the albumen a raised negative or type suitable for use in printing. The whole process may be conducted in three hours.

ISLAND PARK ASSEMBLY is the name of an organization to establish a *Western Chautauqua* at Rome City, Ind. Ample buildings and accommodations have been provided on a beautiful island in a delightful little lake, and it is the plan to provide instruction by the ablest professionals in Science, Art, Theology, Elocution, Microscopy, Music, etc. The meeting will be from June 29th to July 15th. For particulars address Rev. A. H. Gilbert, Grand Rapids, Mich.

Jabez Lamar Monroe Curry, D. D. LL. D., has been elected general agent of the Peabody Fund, in place of Barnas Sears, recently deceased. Dr. Curry is a Georgian by birth, and since 1868 has been Professor of English Language and Literature in Richmond College, Va. For many years past Dr. Curry has been regarded a leading educational man in the South. He will direct the expenditure of about \$90,000 per annum for the benefit of education in the South, and receive therefor a salary of \$5,000.

ANSWER TO QUERY.—“The curfew tolls the knell of parting day which reminds us that time flies.” In this sentence, *which reminds us that time flies*, constitutes an adjective element modifying the rest of the sentence.

Query—I would like for some one to explain through the Journal how *as* can be a subordinate conjunction. We must respect such *as* he. Prove that it is not a relative pronoun.

A. O. P.

DANVILLE, IND.

MULTIPLEX TELEGRAPHY.—By recent experiments with the telephone in multiplex telegraphy it has been found possible to transmit by one wire and to separate at the other end, four distinct tones, and by the interruption of each of these different tones with breaks corresponding to “dot and dash” to send simultaneously four different messages over the same wire in the same direction. In case of a great emergency as many more may be transmitted in the opposite direction. The wire may also be employed in both directions with the ordinary form of telegraph message, making in all ten simultaneous messages on the same wire.

Profs. D. S. Jordan and H. B. Boisen are arranging for a summer tramp in Europe. Their trip will take in Germany, Switzerland, Italy, France, and England. The cost for round trip will be about \$315. Prof. Jordan made a similar trip two years ago. Prof. Boisen is a native of Germany. The trip contemplates a total *walk* of about 300 miles. They will start about June 13, and return early in September. The party is limited to 30, and 26 berths have already been engaged. For particulars and circulars, address Prof. Jordan, Bloomington, Ind.

In the illustrated supplement which accompanies *The Christian Union* of February 23, the readers of that paper are treated to probably the fullest and most comprehensive survey of Mr. Longfellow's life and work that has ever appeared in print. It has been prepared by Lyman Abbott, with the poet's own authorization, and is believed to present facts never before made public. With its beautiful typographical dress, from the Riverside Press, Cambridge, and the charming illustrations from the new edition of Mr. Longfellow's works, it is a not unfitting tribute to the venerable poet on the occasion of his seventy-fourth birthday.

PERSONAL.

L. J. Hancock is principal of the Montezuma schools.

J. W. Caldwell is well pleased with his new position as Supt. of the New Castle schools, and we learn that the work is moving on smoothly.

W. T. Gooden, a graduate of the National Normal, has become a member of the teaching force of the Southern Indiana Normal School at Paoli. He comes highly recommended.

W. S. Wood, superintendent of the Seymour schools, recently celebrated his birth-day, and his teachers assisted him by presenting him with an elegantly bound volume of "Our First Century."

Mrs. Lois G. Hufford has been succeeding beyond her most sanguine expectations with a private school which she conducts in her own house. She is a good teacher and a superior woman, and deserves success.

J. W. French, Supt. of Posey county, will not be a candidate for re-election next June. He proposes to enter the Ann Arbor Law School next fall, for a full course. Indiana will thus lose one of its best superintendents.

Dick T. Morgan, formerly superintendent of the Hagerstown schools, now practicing law at Terre Haute, is chairman of the Committee on Education in the House of Representatives. The good cause will not suffer if he can help it.

DUBOIS COUNTY.—A teacher in Dubois writes: "The schools in Dubois county, under Supt. Cooper's supervision, are steadily marching to the front, and ere long we hope to see our county take rank with the first in the state in educational interests.

J. W. Ryan, member from Delaware, is the author of a compulsory education bill which stands a good chance to become a law. Mr. Ryan is a member of the Committee on Education, and manifests an unusual degree of interest in whatever he believes to be for the good of the schools of the state.

John A. Winter, who was principal of the Seymour high school from 1876 to 1880, died of consumption at Rolla, Mo., Feb. 11, 1881. Mr. Winter was highly respected by those who knew him, and was regarded a good teacher. He was elected superintendent of the Seymour schools, when Mr. Caldwell retired, but owing to his ill health was compelled to decline the position.

Eva Hough Mather, wife of John P. Mather, Supt. of the Dublin schools, and daughter of the late Hon. Daniel Hough, departed this life January 23d. She was a woman of much more than ordinary culture, strength of character, and goodness of heart. She had been married but little more than a year.

Barnabas C. Hobbs, of Bloomingdale, and Geo. I. Reed, of Peru, have been appointed trustees of the State Normal School.

Mr. Hobbs, ex-State Superintendent, formerly served in the same capacity for a number of years, and is therefore familiar with his duties.

Mr. Reed is a college graduate, and has had experience as county examiner, city school superintendent, member of school board, member of board of trustees of a college, and member of legislature. He will doubtless make a valuable member.

Prof. Wm. A. Jones, former president of the State Normal School at Terre Haute, has been tendered the superintendency of the Evansville schools, to succeed Hon. John M. Bloss, who vacates to take the office of State Superintendent. The Board first elected State Supt. J. H. Smart, but he declined to accept. Whether Mr. Jones will take the place is not yet certainly known. Since he has been out of the Normal School he has spent most of his time on his farm, and has fully recovered his health. It is to be hoped that he will accept the place offered. The state can ill afford to lose permanently from the educational work a man of Mr. Jones's acknowledged ability.

Allen R. Benton has been elected President of Butler University, to take the place of Pres. O. A. Burgess, who resigned to accept a \$4,000 pastorate in Chicago. Mr. Benton was principal of the Academy that became N.W.C. (now Butler) University. He was elected a member of the first faculty of the college, and acted as professor for six years; he was then elected president and served seven years. He resigned the presidency to accept a similar position in Ohio at a higher salary. A few years afterwards he was offered his old place at Butler, but he declined it to accept the presidency of the Nebraska State University. After serving there five years he returned to Indianapolis, where he owns quite an amount of property, and for more than four years has been Professor of Greek in Butler University. Although he was elected more than a week ago, he has not as yet signified his acceptance.

Prof. Benton is a man of broad culture, is an educator by profession and practice, and is possessed of much more than ordinary administrative ability. He is always affable, always obliging, always firm. For the good of the University it is to be hoped that he will accept the place tendered him.

A. Bronson Alcott, the noted teacher of former years, now dean of the faculty of the Concord School of Philosophy, is spending some time in the West, and recently spent a fortnight in Indianapolis. He lectured or held parlor conversations almost every evening. Mr. Alcott is now more than eighty years of age, has not tasted flesh as food for more than fifty years, and is still young in spirit, vigorous in mind, and sound in body. Those who have read "The Record of a School," (which is a record of Mr. Alcott's

Boston school), by Elizabeth Peabody, will remember that Mr. Alcott more than forty years ago advocated and practiced many of the things that are now denominated "new departure," "Quincy Method," etc. He addressed the Indianapolis teachers at their monthly meeting. The first hour of his discourse consisted in giving a detailed description of the schools of fifty and sixty years ago. He made a mistake in supposing that Indiana teachers from 25 years of age and upward did not know all about such schools from actual experience. The latter part of his address was much more instructive, and the whole was well received. He takes great interest in schools and visits them wherever he goes. He says that the western schools as a rule are in advance of the east. He spoke in especially high terms of the schools of Cleveland, Terre Haute, and Indianapolis, but said that upon the whole he was inclined to give the palm to the last named city. Mr. Alcott's conversations are real treats.

BOOK TABLE.

The Home and School Visitor, published in Greenfield, by Supt. Pope and Lee O. Harris, has been enlarged already to an 8-page paper. It is meeting with unexpected success, and now goes into *eleven* different states.

The North Carolina Educational Journal—Vol. 1, No. 1, published at Chapel Hill, N. C., is at hand. It is an 8-page 4-column paper; neat, on good material, and filled with instructive and interesting matter.

Western Tribune, edited by Porter B. Towle, at Hammond, Lake Co., Ind., supports a good educational column. This column, Jan. 8th, contains a very suggestive article on home and school duties to children, by Mrs. W. W. Cheshire.

The paper published at Valparaiso in connection with the Northern Indiana Normal School has changed names and editors. It is now called *Northern Indiana School Journal*, and is edited by H. B. Brown and C. W. Boucher. The first numbers, January and February, look well.

The Educational Weekly, of Chicago, has changed hands; S. R. Winchell & Co. having sold out to J. Fred. Waggoner, who becomes editor and publisher. This arrangement will dispense with Prof. Paine, of Michigan University, and editor in chief. The editors of the *Weekly* seem to be fated. Phelps, Vaile, Mahoney, Paine have all disappeared with an average life of about one year each. The Journal wishes Mr. Waggoner success.

An Elementary Text-Book of Botany—Translated from the German of Dr. K. Prantl. 275 illustrations. Philadelphia: J. B. Lippincott & Co. 1880.

This book is designed to meet the growing demand for a work on Botany less voluminous than the great "Lehrbuch" of Sachs. It is not a Systematic Botany, but an excellent treatise on vegetable structure and function. As in Bessey's Botany, the illustrations are, many of them, after Sachs. Prof. Hay is using Prantl as a text-book in Butler University.

The American Educator is the successor of "The Educational News Gleaner," submerged. It is edited by W. F. Yocum, Pres. of Fort Wayne College, assisted by Addis Albro, of Maumee Business College, Fort Wayne. The first issue has in it an unusual amount of interesting reading matter.

Hudson's Revised and Enlarged School and Family Edition of Shakespeare's Plays. From new electrotypes plates. *Expurgated text.* Boston and Chicago: Ginn & Heath.

The Introduction gives a history of the play, the source of the plot, historical antecedents, the political situation, a critical estimate of the characters, and general characteristics. Explanatory Notes at the bottom of the pages, and Critical Notes at the end of the volumes. The plays of this edition have been issued in a square 12mo. form. 16 volumes have been published, and the edition will be completed by April 1st.

An Introduction to Geometry, upon the Analytic Plan—By F. H. Loud. St. Louis: G. I. Jones & Co.

This firm is rapidly completing a complete list of text-books in the various branches of study. Their list in Mathematics, Grammars, Physics and Physiology, Rhetoric and Elocution, and Literature, are quite complete with books fully up with the times in matter and method.

The little book above named is "something new under the sun"; it is geometry upon the analytic plan. It is a geometry *without diagrams*. The process may be denominated algebraic. Letters, signs and equations take the place of diagrams. This method makes a perfect introduction to Analytical Geometry. Students are expected to make their own diagrams. Every teacher of geometry should see this book.

A Text-Book on Rhetoric, for High Schools, Academies, and lower classes in Colleges. By Brainard Kellogg, A. M. Clark & Maynard, publishers, New York. J. D. Williams, 46 Madison street, Chicago, Western Agent. Introduction price, 85 cents.

On opening this book the practical teacher will be favorably impressed with the following points:

First. Its size. It contains rather less than 300 pages, and can be mastered by a class of ordinary ability in a reasonable length of time.

Second. The more theoretical and less practical topics usually found in such books are lightly touched or not noticed at all.

Third. The author believes in educating the intellect, the tongue, and the fingers simultaneously, and he has made a book that seems to be easily taught; it not only teaches how to do, but trains in doing.

Fourth. The leading topics in heavy-faced type, the good paper and press-work, and the neat binding combined, make a very attractive book.

Gems of Deportment and Hints of Etiquette. Chicago: Tyler & Co. J. M. Olcott, Indianapolis, agent.

The above is a *Gem*, not simply in name, but in appearance, and especially in the matter it contains. It comprises over 400 pages, and is a complete manual of etiquette and living. Every thing that pertains to conduct at home or

in society, every habit of life, every thing that has to do with character, culture, success, health, is treated in a manner that is interesting, instructive and helpful, especially to young people. The following selections of topics treated will give a further idea of the book: Manners and Morals of Good Society; Art of Conversation; Tribute of Great men to their Mothers; Our Girls; Our Boys; Rules of Behavior; Embarrassment of Introduction; Every-day Etiquette; Definition of a Gentleman---of a Lady; Chronic Grumblers; Decision of Character; Hand-shaking; Letter-writing; What Books to Read; Cleanliness; Aids to Beauty; Hygiene of the eyes, teeth, breath, hair, nails, feet; Wedding Engagements; Behavior of the Engaged; The Wedding, etc., etc.; Divorce; Etiquette of the Table; Artistic Dress; Visiting Cards; Calls; Literature of Flowers; Music; Culture of the Voice, etc., etc., etc.

These and hundreds of other topics are treated by a master hand. While the name of the author is not given, he is understood to be a gentleman in Chicago, of high literary and educational standing. The book is bound in exquisite taste.

BUSINESS NOTICES.

Read the advertisement of the Ladoga Normal. The Teachers' Term will begin March 29, 1881.

CLINE & CARAWAY, formerly of Ladoga, Indiana, have moved their book store and agency business from Ladoga to Valparaiso, Ind. They will continue to run the book business as before, the only change being the location. Their agents and customers will note the change, and address all communications to them at Valparaiso.

AGENTS WANTED in every township in Indiana, to canvass for The Golden Gems of Life, History of the Sea, The Masque Torn Off, and Zell's Condensed Cyclopedia. Address, CLINE & CARAWAY, Valparaiso, Ind.

The Ladoga Normal has purchased a large Telescope for the use of the Astronomy Class, and for those who desire to study the Geography of the Heavens. The students will make observations two to three times per week.

NO TEACHER SHOULD BE WITHOUT IT.—Send ten cents and receive PFRIMMER'S OUTLINE OF GOVERNMENTS, with NOTES on their CONSTITUTIONS. A work of forty pages. A constant companion of the general reader. Address SAM. PFRIMMER, Breckinridge, Ind.

Prof. Walter Dale, of Chicago, will give special instruction in *Elocution* and *Oratory* in the LADOGA NORMAL. He begins his work second week in April.

ADVICE TO TEACHERS — *Do you wish to secure a permanent and profitable livelihood?* Then spend a part of your coming vacation at the old reliable Indianapolis Business College, by taking a Business Course, a Course of Telegraphing, or the Normal Course of Penmanship, and thus secure yourself a *Successful Future*. Send stamp for catalogue.

Address

C. C. KOERNER, President,
Indianapolis Business College,
Indianapolis, Ind.

For the Summer Term the Ladoga Normal will employ fourteen teachers. All the common branches, Sciences, Geometry, Philosophy, Higher Mathematics and Rhetoric will be taught.

Animal Classification.—A chart to accompany text-books in Zoology and to help the teacher to systematize instruction in Natural History; price, 15 cents. Chart arranged in blank-book for lectures; price, 20 cents.

Address
3-1t

A. B. GRIFFEN,
641 Broad St., Newark, N. J.

THE ANALYTICAL COMPENDIUM OF GRAMMAR—Being a complete Diagram of the Principles of English Grammar—will be mailed to any address on receipt of 25 cents.

J. M. OLCOTT.

THE HOME AND SCHOOL VISITOR should find a place in every family in which there are children. Sample copies free on application. Persons desiring to act as agents to secure subscribers will be furnished any number of copies desired.

Box 207.

Address

AARON POPE, Publisher,
Greenfield, Ind.

AGENTS WANTED—For the *School and College Text-Books*; and also the *Subscription Book* of Harper & Brothers. A liberal commission paid to persons who desire to work. For terms apply to A. C. SHORTRIDGE,
No. 15 Vance Block, Indianapolis, Indiana.

A young man of 28 years, a graduate (classical) of Indiana Asbury University, and a teacher of several years' experience, desires a position in a high school or college. Address, ALPHA, Box 63, Charlestown, Ind.

A TREATISE ON THE LAW OF PUBLIC SCHOOLS—By Finley Burke, Counsellor at Law. For lawyers, school officers, teachers, institute instructors and all others interested in our public schools. 12mo, cloth, price, postage paid, \$1.00. Published by A. S. Barnes & Company, 111 and 113 William Street, New York, and 34 and 35 Madison Street, Chicago. 12-3t-com

WANTED—100 AGENTS TO SELL GEMS OF DEPARTMENT.

J. M. OLCOTT.

FOR THE PRIMARY CLASS. { A box containing 200 letters printed in large lower case type, on 200 heavy six-ply card boards,—assorted colors.

Prepared by D. E. Hunter, Supt. Schools, Washington, Ind. The little fingers may now be kept busy with interesting and profitable work. Sent by mail for 25 cents. \$2.00 per dozen boxes. See advertisement in February Journal.

2-3t

Address

PAUL F. HUNTER & CO.,
Bloomington, Monroe Co., Ind.

TEACHERS WANTED.

I shall need good men and women in every county in the State, on or about March 15th, to begin a canvass for a popular work about to be issued from the press. Applicants must state age, experience as a teacher and in business, what now engaged in, when present engagement expires, etc.

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PLATT R. SPENCER.

INDIANA "SCHOOL" JOURNAL.

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No. 4.

SCHOOL SUPERVISION BY COUNTY SUPER- INTENDENTS.


THOMAS BAGOT, SUPT. RIPLEY COUNTY.

OF course, every superintendent has his own method of exercising supervision over the schools of his county, and that these methods should differ, in fact, in many instances be quite dissimilar, is perfectly natural, and this will always be the case while each superintendent preserves his individuality. Yet all are working for the same object—the betterment of the condition of the schools—and while I admit at the outset that this object may be attained by different means, I wish to present *a* method of attaining it, without thinking of claiming that it is *the* method by which the best results can be reached, hoping thereby to call out discussion on the subject.

In order to be explicit, it may be well to consider this supervision under two heads: *Direct supervision*, which has reference to the superintendent's personal inspection of the schools, and *indirect supervision*, which pertains to information he receives through reports from teachers. I shall notice these separately.

The law expects superintendents to pass on the qualifications of all applicants for license to teach school, except in certain cases, and for this purpose examinations are held at certain times and places in the respective counties of the state. But neither the spirit nor the letter of the law implies that *the result of an examination* is any more than an indication of the ability of the applicant to teach a school. *The manner in which he teaches a school* constitutes the true test of his ability and unfolds what-

ever merit he possesses, and this is the criterion by which the qualifications of a teacher should be estimated. But how is this to be determined? It will not do to rely solely upon recommendations from the patrons of schools he has taught, because their opinion of him is based mainly on their personal feeling toward him, and is quite as frequently wrong as right. Neither will the fact that he is an experienced teacher justify the conclusion that he is a successful one, for the simple reason that some of the worst teachers to be found in the school-room to-day are men who have made teaching their life-work. It seems, then, that there is but one way of arriving at an intelligent conclusion regarding a teacher's merits, and that is by inspecting his school—by a careful analysis of his methods and a rigid examination of his work—and for this reason a superintendent is expected to visit the schools of his county; not merely, however, to satisfy himself as to the merits of the teacher, but to enable him to call the teacher's attention to whatever defects he observes in the practical working of the school and suggest means for their removal, thus promoting the welfare of the school and enabling the teacher to do better work.

True, there are cases, and many of them, where the superintendent has to be governed nearly altogether by the manner in which the applicant answers the questions given to him on examination; as, for instance, where a person who has never taught school applies for license, or where a stranger comes before him for examination; but even in these cases, if the superintendent is a good judge of human nature, he may frequently recognize a sort of power behind the throne in some, and be justified in discriminating between the applicants. The latter class named above generally present themselves with an abundant supply of recommendations, but before these receive any weight the superintendent should satisfy himself that they were not given the applicant merely through a feeling of friendship, or to take him out of the locality in which he formerly taught. Recommendations are frequently nothing more than a mere sham, and many school officers, as well as other persons, have reason to regret the confidence they reposed in them.

"As is the teacher, so is the school," is an adage the truth of which has never been questioned. Its converse is also unassailable; and the statement, "By their fruits ye shall know them," is as true now as it was two thousand years ago. It is no more than fair, then, to judge the teacher by the condition of his school and the manner in which he performs the duties that devolve upon him; but in doing this the disadvantages, if any, under which he labors, must be taken into consideration.

Let us now consider the work expected of a teacher, and in so doing determine a method by which direct supervision may be made most profitable.

At the present time nearly every county in the state has made an attempt to classify, and systemize its schools, and to do this has adopted a course of study and such rules and regulations as are necessary to bring about uniformity in their work. It is the duty of the superintendent to see that these are carried into effect.

During his official visits to the schools, after hearing the teacher conduct a few recitations, he may call out each grade separately and notice the work it is doing; see that each pupil is pursuing the studies proper for his grade, how he is supplied with text-books, etc., and afterward make any suggestions to the school or to the teacher that will be conducive to better graduation.

Every teacher should aim to have his pupils understand their work as they go along, and while the superintendent has the grade at the recitation seats he has an excellent opportunity of examining them in this particular. It will not take very long to make a review that will indicate to him what they know about the work they have passed over, and enable him to satisfy himself as to their knowledge of principles, as well as rules. If he finds that they have only a superficial knowledge of the subjects over which they have passed, he should call the teacher's attention to the fact, and endeavor to discover whether it is caused by "rushing" the pupils, or by the inability of the teacher to teach these subjects successfully.

Next, the manner in which the pupils do the work should be

noticed very closely. Writing books are frequently kept in very bad shape, and black-board and slate work done in the most careless manner possible. Where habits of carelessness in the pupils are indulged by the teacher, one of the great objects of school-room work—neatness—will certainly be defeated. But this thing of neatness need not be restricted to such narrow limits as are here given. It may be extended to the manners and general appearance of the pupils.

The manner in which the school-room is kept, seats arranged, and the condition of the furniture and apparatus should also be observed by the superintendent, and particular attention paid to ventilation and temperature, and the records, reports, etc., of the teacher might be inspected, merely to see the condition in which they are kept.

Careful attention should be paid to the methods employed by the teacher in conducting his classes while he has control of the school, and these should be scrutinized closely in order to see whether or not they are such as will tend to the greatest good of the pupils. It may be argued that if we judge a teacher by his work, it makes no difference whether we examine his methods or not. This may have some weight where the work is well done, but even then the quality of the work will be improved in the same ratio that the methods are improved.

The order maintained by the teacher during the stay of the superintendent, should not be neglected, and this should be made to include not only the manner in which the pupils behave while preparing their lessons, but their general behavior both in the school-room and on the play-ground—the decorum with which they conduct themselves while going to and returning from recitations, taking their seat when the bell rings, etc.

And, lastly, the yard, fences, and out-buildings should be carefully inspected to see that they are properly protected by the teacher.

If we summarize now, we shall find that direct supervision has been confined mainly to the following particulars, and it must be admitted that the superintendent can come to almost a definite conclusion as to the merits of the teacher by carefully noticing

how he observes them all: Condition of the grades; thoroughness of work; neatness of work; condition of room, etc.; ventilation of room; temperature of room; condition of records, etc.; methods of instruction; order and government; condition of out-buildings, etc.

Let us now grade the teacher from 1 to 5 on each of these points—1 signifying very good; 2, good; 3, medium; 4, bad; 5, very bad. These terms may appear somewhat awkward in a few instances, but they are merely comparative and will answer our purpose and enable us to strike an average for the teacher in practice. I can best illustrate further by submitting a page from the superintendent's record of official visits, containing memoranda of three calls at one school during a single term. Under "Remarks" are entered whatever the superintendent wishes to make special note of.

CORPORATION OF SHELBY SCHOOL No. 8.

JOHN JONES, Teacher.

Date of Visits—September 14, 1880.
November 16, 1880.
January 19, 1881.

	1st Vis.	2d Vis.	3d Vis.
Pupils in Attendance	31	29	30
Condition of Grades	3	2	2
Thoroughness of Work	1	2	1
Neatness of Work, etc.	3	2	2
Condition of Room, etc.	3	2	1
Ventilation of Room.	4	1	1
Temperature of Room.	1	1	1
Conaition of Records, etc.	2	1	1
Methods of Instruction.	3	2	2
Order and Government	3	2	1
Condition of Out-buildings, etc.	2	2	2
General Average in Practice	2.5	1.7	1.4

REMARKS.

1st Vis.—2 pupils in 2d Grade can not write. Several pupils need writing books.

2d Vis.—One pupil in 3d Grade can not spell well. Methods in Arithmetic not good.

NOTE.—*Italicised words may be printed in the Record.*

Before the superintendent leaves the school he should call the teacher's attention to whatever defects he has observed, so that he may correct them before he returns, and may also bring some of these things before the school, but he should do or say nothing before the pupils that would reduce their confidence in the teacher.

Indirect Supervision, as we stated before, pertains to information the superintendent receives through reports from teachers. These may be: (1) a quarterly report, showing the following particulars by months, with a summary of each for the quarter: Number enrolled, days present, days absent, per cent. of attendance on enumeration, per cent. of attendance on enrollment, average daily attendance, number punished (corporally), number suspended, number expelled, number of cases of tardiness, minutes lost by tardiness, etc., etc.; and (2) a report of grades and progress, showing the number of pupils in each grade and average age, number pursuing each study of each grade, number of pages recited by each grade in each study of the grade, number promoted to higher grades, number put back to lower grades, number not well classified, etc., etc. This report should show, as far as possible, the exact condition of the school and the amount of work done by each grade during the period for which the report is made out. It may be a monthly, or better still, one may be made out and forwarded to the superintendent one month after the commencement of the school, and another with each quarterly report during the term. The superintendent should examine each report carefully, and if he notices anything, as for instance that the pupils are going over too much work in any of the grades, he should notify the teacher immediately, or call on him as soon as he has an opportunity. When this report

is properly filled it is almost equal to bringing the school to visit the superintendent. The quarterly reports should all be recorded, as also, perhaps, should some of the items from the grade reports, and it may then be seen at a glance what each school has done during the term.

I believe this method of school supervision will tend to systemize the schools and promote their welfare, although it may need some modification. If the superintendent claims that it will cause him too much work and worry, he must remember that this is a natural consequence of his office, and he must not expect his schools to accomplish what they should, unless he does his *level best* in their interest.

In visiting schools the superintendent should first observe the teacher's methods, and afterward take charge of the school himself, and no visit need exceed one-half day in length. In a majority of cases one-fourth of a day will afford him ample time, and he will thus be enabled to make between two hundred and four hundred visits during the term; but of course, he should devote especial attention to schools that most need his assistance. The common practice of making regular tours over the county and visiting each school the same number of times—perhaps only once during the term—should be discontinued at once.

NEW MARION, INDIANA.

AUTHOR-STUDY BY READING CLASSES—III.

E. E. SMITH, PRIN. PURDUE ACADEMY.

WITH students of more mature minds and in more advanced classes, the study of authors may very advantageously be extended over a much wider field than has been suggested in our former articles, which were designed especially for the higher classes in the grades.

Taking the eras in English Literature, for example, when the purpose is to take a bird's eye view of the whole era, associating the more graphic features together for a mental picture, something like the following outline might be made :

1. Name of the Age or Era.
2. Characteristics of the Writings of the Era.
3. In whose works particularly shown.
4. Other noted writers of the Period.
5. Works in which the features of the Era are shown.
6. Analysis of a few of the more important works.
7. Reference-books and reference-articles for the convenience of the pupils in preparing recitations.

To the seventh point special attention is directed as one commonly overlooked. Students are oftentimes willing and eager to hunt out, select and arrange the facts and incidents necessary to a thorough understanding of the subject, if they only know where the desired information may be obtained. It should be the teacher's pleasure to have these references prepared beforehand, not alone references to cyclopædias and editions of the author's works, but also to criticisms in the Reviews, to interesting articles in the Monthlies, etc.

Preceding the previous outline of an era, if time will suffice, a brief study might be made of the more noted writers of the era in detail. Something like the following plan might be followed:

1. Name of writer;
2. Time and place of birth and death;
3. Era in Literature to which belongs;
4. General facts of life, (a) surroundings, (b) education, (c) occupations or pursuits;
5. Works, (a) names, (b) kind, (c) character, (d) extent, (e) style, (f) effect of, upon literature of time;
6. Special facts of life, (a) character of individual, (b) associations with other writers, (c) idiosyncrasies, (d) peculiar incidents of life.

The lessons upon authors, like those upon other subjects, have no inherent power to keep up the interest and attention of a class, and hence must be made animated by the teacher. There must be freedom for individual opinions in discussion, opportunities for the statement of facts and incidents out of the line of routine work but yet suggestive and illustrative, and discursive visits to the fields of history and geography.

It may be beneficial to place upon the black-board two or three short quotations from each author as studied, expressing some beautiful thought or sentiment, for the whole school to recite in

unison and for obtaining from different pupils expressions of their views as to the meaning of the quotations.

Below we give for this month an outline sketch of

WASHINGTON IRVING.

BIRTH.....	{	<i>Place</i> —New York City. <i>Time</i> —April 3, 1783.
DEATH.....	{	<i>Place</i> —"Sunnyside", on Hudson R. (near Tarrytown, [N. Y. <i>Time</i> —November 28, 1859. <i>Circumstances</i> —Suddenly, from disease of heart.
PARENTAGE.	{	<i>Nativity of Parents</i> —Scotch and English. <i>Occupation of Father</i> —Merchant. [lent library. <i>Surroundings</i> —In good circumstances. Had excel-
EDUCATION..	{	<i>Character of</i> —Not very extensive in the schools. Left school at age of 16. <i>Where Educated</i> —At home, only in common schools.
BEGAN WRITING..	{	<i>Age</i> —19 years. <i>Where and When</i> —In N. Y. Morning Chronicle, in 1802, a series of papers on dramatic and social subjects. Pseudonym—"Jonathan Oldstyle." <i>First Published Works.</i> { "Diedrich Knickerbocker's History of New York"—1809.
OCCUPATION	{	He made two efforts at studying law and one at painting, but abandoned each as not fitted to his genius, and devoted himself to literature. He was also a silent partner in a commercial house which became bankrupt. Minister to Spain—1842-6.
	{	<i>Kind...</i> { All prose. In pure literature regarded as the "earliest classic writer of America "
	{	<i>Subjects</i> { Biographies, Sketches and Tales—"We happen to be very intense admirers of those soft harmonies of studied speech in which this author is apt to indulge himself, and have caught ourselves oftener than we shall confess, neglecting his excellent matter to lap ourself in the music of his periods."— <i>Lord Jeffrey</i> .
	{	<i>Extent..</i> { Very great, owing to ease with which he wrote. 25 volumes.

WORKS Com- pleted.	Names..	<p>Writings in "Salmagundi"—humorous and satirical.</p> <p>"The Sketch Book" (1818). Most popular work.</p> <p>"Bracebridge Hall" (1822). Produced 120 pages of this in ten days.</p> <p>"Tales of a Traveler" (1824).</p> <p>"Life of Columbus"—4 vols. (1828). Very fine.</p> <p>"Conquest of Granada" (1829). Imagination and Romance.</p> <p>"Alhambra" (1832). "Astoria"—3 vols. (1836).</p> <p>"Oliver Goldsmith" (1849). "Mahomet" (1850).</p> <p>"Life of Washington"—5 vols. (1855-9).</p> <p>"Wolfert's Roost" (1855).</p> <p>"Legends of Conquest of Spain", etc., etc.</p>
		<p>An old bachelor of 76 at time of death.</p> <p>Literature adopted as a profession on failure of commercial house in 1817.</p> <p>Noted for easy elegance of style and lambent humor.</p> <p>Aided by his brother William and Mr. Paulding in "Salmagundi."</p> <p>Aided by his brother Peter in "Knickerbocker's History."</p> <p>Paid \$7,000 for "Tales of a Traveler" by Murray (London) before seeing the MSS.</p> <p>600,000 vols. of his works sold in America alone during his life. Sales averaged 30,000 yearly since.</p> <p>Bachelor state due to early death of his affianced, Miss Matilda Hoffman.</p> <p>Intimate friend of Sir Walter Scott.</p> <p>"Sleepy Hollow," near his residence at "Sunnyside."</p> <p>In private life even-tempered, hospitable and genial.</p>

GENERAL
INFORMATION.

QUOTATIONS.

"It is difficult to estimate properly a man of genius who is daily before our eyes. He becomes mingled and confounded with other men. His great qualities lose their novelty and we

become familiar with the common materials which form the basis of even the loftiest character."—*Roscoe*.

"On no country have the charms of nature been more prodigally lavished than ours. Her mighty lakes, like oceans of liquid silver; her mountains, with their bright aërial tints; her valleys, teeming with wild fertility; her tremendous cataracts, thundering in their solitudes; her boundless plains, waving with spontaneous verdure; her broad deep rivers, rolling in solemn silence to the ocean; her trackless forests, where vegetation puts forth all its magnificence; her skies, kindling with the magic of summer clouds and glorious sunshine;—never need an American look beyond his own country for the sublime and beautiful of natural scenery."—*The Sketch-Book*.

"Under the kind and cordial auspices of Sir Walter Scott, I began my literary career in Europe; and I feel that I am but discharging, in a trifling degree, my debt of gratitude to the memory of that golden-hearted man in acknowledging my obligations to him. But who of his literary cotemporaries ever applied to him for aid or counsel that did not experience the most prompt, generous and effectual assistance!"—*Preface to Sketch-Book*.

"And I will drink *your* good health and your family's; and may you all live long and prosper."

He bows his white head, the curtain falls, there is a rustling and a shuffling all over the house and we are moved along with the crowd. Stop! How can we go away and leave the old man there? Will he be cared for tenderly? Will they see that he never wanders off again and gets lost in the mountains? Will they keep that accursed bottle away from him?

We rouse, as from a dream—and here we are on the thronged sidewalk, out in the cool, crisp air! Is it then all paint and padding, all canvas and clap-trap, all art and seeming? Rip Van Winkle, the rollicking, witty, good-natured, good-for-naught, selfish, cruel, tantalizing, yet sweet and lovable through all; the dog Schneider; the broomstick; the jolly fellows; the big score on the tavern shutter; the bag of gold; the dance on the green;

the schwearing off and the not counting it this time; that wonderful drunken scene; the final, fearful giving away of all forbearance—when the light grows dim in the room and those terrible words are spoken: “Begone, you drunkard! Out you sot! Henceforth you have no part in me or mine!” when his voice, suddenly sobering, answers out of the silence—in that weird, heart-breaking monotone—“Why, Gretchen! will you—will you turn me out of your house like a dog? You are right; it is your house; it is not mine. I will go. Gretchen! after what you have said to me, I can never darken your door again.” That eloquent gesture as he points to his child lying on the floor between them; Gretchen’s agonized, repentant cries as he rushes out into the rain and lightning; that witty, awful colloquy with Hendrick Hudson’s ghost; the fatal draught; the odd, rheumatic awakening, “on top of the Catskill Mountains, as sure as a gun!” the old man’s perplexed wandering through the transformed village; the queer, pathetic mystification about his own identity; and the final quick mastery of himself and of the situation when he flings back upon Derrick that magnificent “Give him a cold potato and let him go!”

Is it all paint, and canvas, and clap-trap? Is it all unreal? No, no, no. It is true as truth, real as life, deep as humanity! And the lesson—for there is a lesson—what is it? Only that wine is a mocker and strong drink is raging?—that it “brings a man to rags, and hunger, and want—(is dere any more dere in dat glass?)”—“for when de tirst is on me I believe I would part wid my leg for a glass of liquor; and when dat is in me I would part wid my whole body, limb by limb, for de rest of de bottle!” It is this, and it is more than this: that Gretchen’s way of dealing with Rip is not the true way. The true way, alas! who may tell?

And yet there are “Rips” off as well as on the stage, and you and we may be learning how to save them—through the pitiful God only knows what trial and agony.—“*Jefferson’s Rip Van Winkle*”—*Scribner’s Monthly*.

Knowledge is more than equivalent to force.

MENSURATION.

A. H. KENNEDY, SUPT. ROCKPORT SCHOOLS.

(CONCLUDED.)

FIG. 9 is a circle. The first question that must be answered to give a clear explanation of the process of finding the circle's area is, how is it produced? of what elementary parts is it composed? This question must be asked concerning all the surfaces and solids of revolution. If one extremity of a line is moved around in the same place, while the other remains fixed, a circle is produced. This circle is composed of the parts over which the line has passed. These parts, when considered as infinitesimal, are triangles whose bases are the the circle's circumference and whose altitudes are the circle's radius. Dissecting the circle as in Fig. 9, and unfolding its parts as in Fig. 10, a series of triangles is formed. These triangles are the elementary parts that were produced when the circle was generated. The circle is thus unfolded as it was put together. Interposing one-half of the series of triangles, in the other a parallelogram is

FIG. 9.

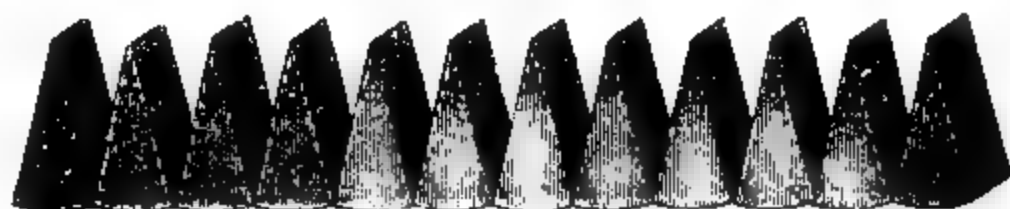


FIG. 10.

formed, as in Fig. 11. The dimensions of this parallelogram are the circle's semi-circumference and semi-diameter. The product of these dimensions gives the area of the circle. But why is it

that the square of the diameter multiplied by that mystic number .7854 will give the area?

By rolling a wheel upon a straight edge and accurately

FIG. 11.

measuring the distance it passes over in one revolution the circumference is found to be about three and one-seventh times the diameter.

Let C = circumference.

Let D = diameter.

Let A = area.

Then $D \times 3.1416 = C$. (1)

$$\frac{C}{2} \times \frac{D}{2} = A. \quad (2)$$

Substituting the value of C from (1) in (2) $\frac{D \times 3.1416}{2} \times \frac{D}{2} = A$.

Cancelling and reducing, $D \times .7854 = A$.

This formula expresses the area in a rectangle whose length is D and whose altitude is .7854 of D .

Fig. 12 is a cylinder. How is it produced? Revolve a rectangle upon one of its edges. The solid thus produced is a cylinder. The

FIG. 12.

FIG. 13.

FIG. 14.

parts, over which this rectangle has passed, when considered as infinitesimal, are triangular prisms, and are the elementary parts of the cylinder. Dividing the cylinder as in Fig. 12 and unfolding its parts as in Fig. 13, a series of triangular prisms is formed. The cylinder is thus unfolded as it is put together. When one-half of this series is interposed in the other half, as in Fig. 14, a parallelopiped is formed, whose dimensions are the cylinder's length, semi-diameter and semi-circumference. These dimensions multiplied together give the volume of the cylinder.

The demonstration by means of the blocks harmonizes with the arithmetic process as well as with the manner of the cylinder's generation.

When the length and diameter alone are given, the process may be explained in the same manner as in the case of the circle.

Let L = length.

Let D = diameter.

Let C = circumference.

Let V = volume.

$$C = D \times 3.1416. \quad (1)$$

According to the demonstration by blocks,—

$$\frac{C \times D \times L}{2} = V. \quad (2)$$

Substituting the value of C from (1) in (2).

$$\frac{D \times 3.1416}{2} \times \frac{D}{2} \times L = V. \quad (3)$$

Cancelling and reducing,—

$$D^2 \times .7854 \times L = V.$$

The cylinder, by this process, is reduced to an equivalent, rectangular prism, whose length is that of the cylinder, whose width is the cylinder's diameter, and whose thickness is .7854 of the same. The two processes give rectangular prisms of different dimensions. The convex surface of the cylinder is shown by unfolding it as in Fig. 13. It is a rectangle, whose dimensions are the circle's length and circumference.

The right pyramid and the right cone are of the same nature. Their convex surfaces and volumes are composed of the same elements. Their volumes and convex surfaces are found in the same manner when their altitudes, circumferences and slant-

heights are given. I have no cuts of either—only dissected blocks. A triangular prism may be divided into three triangular pyramids, whose bases and altitudes are the same. The volume, then, of the pyramid is one-third of a prism of the same dimensions. The convex surface is composed of triangles, whose altitude is the slant-height. Covering the convex surface of the pyramid with paper and cutting it along the edges, a series of triangles is formed, whose area is found in the same manner as that of the circle.

How is the cone produced? It is produced by revolving a right-angled triangle about the perpendicular. The parts, over which the triangle passes, when considered as infinitesimal, are triangular pyramids. Dissecting the cone reveals its structure. The united volume of these triangular pyramids is computed in the same manner as that of the pyramid. I prove it also by means of conical and cylindrical cups of the same dimensions. The one can be filled from the other exactly three times. The dullest of pupils will make the rule, when he sees it done. By means of the dissected cone the structure of the convex surface appears. It is composed of triangles. These were produced by the revolution of the hypotenuse around the perpendicular. Their combined area is computed in the same manner as that of the circle.

By means of dissected blocks the convex surface of the frustum of the cone, or pyramid, is shown to be made up of trapezoids, whose combined area is computed as shown in Figs. 6, 7 and 8. (See March Journal.)

The sphere—how is it produced? If a semi-circle is revolved about its diameter, a sphere is produced.

The semi-circle is composed of triangles. By their motion about their vertices they generate pyramids, whose bases lie in the surface of the sphere, and whose altitudes are equal to the radius. Dissecting the sphere and unfolding its parts, as in Fig. 15, a set of pyramids is produced. The elementary structure of the sphere is thus rendered visible. Who can not see now how to compute the sphere's volume? The surface multiplied by one-third of the radius, or by one-eighth of the diameter. For-

mulating, $S \times \frac{R}{3} = V$, and $S \times \frac{D}{6} = V$. The elementary parts of the sphere can not be rearranged to form an equivalent rectangular solid. Neither can the surface be transformed into an equivalent rectangle. The memory is aided, however, by representing them. Wrap the sphere with a rectangular piece of paper, whose dimensions are the diameter and circumference, and it will be equivalent to the sphere's surface. Cut out four circles, whose diameters are equal to that of the sphere, and tack them on four sides of the sphere. They also represent the sphere's surface. By unfolding as in Fig. 10, and interposing as in Fig. 11, a parallelogram is produced whose dimensions are the circumference and diameter. Then since the circumference times the diameter equals the surface, $D \times C \times \frac{D}{6} = V$. But what about that mysterious number .5236, which must be used

FIG. 15.

when only the diameter is given?

$$S \times \frac{D}{6} = V. \quad (1). \quad \text{Let } S = \text{surface.}$$


$S = D \times D \times 3.1416. \quad (2).$ Substituting the value of S from (2) in (1).

$$\frac{D \times D \times D \times 3.1416}{6} = V. \quad (3).$$

Cancelling and reducing $D^3 \times .5236 = V$. Always let the mental pictures and the arithmetical processes harmonize with the nature of the subject. The mental pictures to be formed of the circle are: 1st. The circle itself. 2d. A series of triangles, whose common altitude is the radius, and whose united bases are the circumference. 3d. A parallelogram, whose dimensions are the radius and semi-circumference. We remember the picture long after we have forgotten the rule. How valuable, then, is the picture, when it enables us to construct the rule.

BENEFIT OF REVIEWS.

M. M. LINDLEY, NEW ALBANY HIGH SCHOOL.

 GREAT lawyer once said to an ambitious young attorney, "I have *forgotten* more law than you have ever learned or read." It is easy to forget. We all know how easy it is to forget. The man in active business would often give his thousands to be released from the consequences of his forgetfulness. The man engaged in literary labor will spend hours in searching through his well-filled book shelves for an item that he thought was safely stored away in some cranny of his brain, but now forgotten. All through the busy years of life, from the age of twenty to four score, the things that we forget are the mighty multitude that no man can number. Grand possibilities have gone from us, because we forgot. Visions of better lives, of harmonious souls working out the great problems that achieve glory for the race, are only visions, because we have forgotten so much.

It is easy to forget ; and, again, it is easy to remember. The aged man sits in his twilight and muses. Pictures come and go. His thought travels back farther and farther till it reaches the time when the sky comes down to the hills, and the dim halls of memory light up, and forms of life step forth from the niches, where stand the images of dead affection, faithful hearts meet again, and the living man talks to the dead. We bestow a pitying smile upon this, that we denominate second childhood, and feel that the aged man will soon be beyond the reach of our poor sympathy. Why are the realities of youth so vividly remembered? Why do they return to us, as though they were the creations of yesterday? The remembered facts of youthful consciousness can expect no quarter, when arraigned before the judgment seat of three score years and ten. We seek an answer, and we find it in the laws that govern the mental constitution. From them we know that the things learned most in accordance with the principles of mental activity are the things longest remembered, and, without discussing the peculiar formation of the

brain, with its system of nerve arcs and circles and the function of the nervous stimulus, we will accept the theory of our best biologists. They tell us that the natural order for acquirement is by repetition, practiced especially during the period of youth. The power we term memory, is best disciplined during the growing stages of the muscles, and in the *same* way, namely, by frequent exercise in the same direction. "The whole art of education," says Bain, "is grounded on a precise knowledge of the retentive power of the mind," and the first law that governs it, is, *repetition*. The pace and strength of all acquisition is measured by this law, and the period in which this is most effective for mental drill is that of school life. We must remember that there can be no question as to the *superior* retentiveness of early years. Voltaire only asked the *first* five years of a child's life in order to teach him that there was no God. Can we doubt as to the permanent result of reviewing often the things to be learned? The lesson should be repeated, not only until it is understood, but many more times. Study it first to understand it, then review in order to remember it. It is because the lessons of youth are oftenest repeated, because *then* there is the line upon line, and precept upon precept, that old age can annihilate the time and space that separates it from the joys and sorrows of early years. The lesson *we* have to learn is, that we can not have our pupils review too much. We may have air-line railroads, but we have no straight highways to an education. We must double on the track; we must go back over and over again the same path; we must digest and assimilate our intellectual food, until the tissues of the brain will send it forth at the bidding of our *will*. Again, we should review often to make up for natural weakness or other defects. In every class of learners there are the greatest inequalities. We must do as in the military school: the more awkward the squad, the more persistently must the drill be practiced.

Another advantage in repetition, is, that the subject may be better known, and the pupil may become more skillful in handling it. When Harriet Hosmer went to Rome and placed herself under a great teacher for lessons in sculpturing, he gave her

some clay to fashion into a thought of beauty. She worked with unusual skill. Her soul, as it were, passed into her fingers, and the sweet spirit of art breathed upon the dumb clay, and her image stood forth a marvel of grace and witching loveliness. But what did the master? One glance at the work, and another at the young student, and with one blow he shattered into a thousand pieces her handiwork, and saying, "You can do better," he ended his lesson. Harriet Hosmer was not easily discouraged; she gathered up the scattered fragments, and with greater care, and more intense thought she began again; she did better than at first and she knew it. Her image was more true to nature, rough edges were softened, and folds of drapery shimmered in the sunlight, but with fear and trembling she showed it to the master. He broke it again, and that was her second lesson. The next lesson was much the same, and Miss Hosmer began to feel the pain of discouragement, when she thought "the master has faith in me, *he* believes I can do it better, and I *will*." Then she brought the consecration of genius to her work; her fingers were baptized with new skill, and the fourth trial became transfigured clay, so marvellously beautiful that the master called it "good."

Shall teachers weary of reviews, when by this means they may fashion immortal minds into fairer proportions than the sculptor can put into marble? Again, repetition that is pursued until skill is acquired gives the pupil a sense of power that of itself brings pleasure in the acquirement of knowledge, and finally devotion to it. This is the supreme end, and when once attained, eminence in any profession, a thorough knowledge of ways and means to the possession of great excellence, is as sure to follow as the ebb is sure to follow the flow of the sea.

Lastly, if reviews are doubly useful to the pupil, may it not be possible for the teacher to gain new power in the same way? Yea, verily, like the old Athenians, teachers should continually search out new things. To the pupil, reviews at best are monotonous; it is for the broader knowledge of the teacher to make them interesting. A lesson so simple that nothing more can be known about it, has not yet found its way into our school course

of study. The teacher should study aside from the pupils' interest, in order to keep abreast of the latest investigations. Progress in science and art will not stay for the indolent. Philosophy is more than ever experimenting with old theories, and molecular chemistry is coming to the front, in the quiet of the laboratory, as the still small voice came to the prophet of old. Never before have so many questions been asked of the teacher, and never has there been so great a necessity for correct answers. The very air is full of criticism. Its fierce blaze has burned to ashes the old places of refuge. Thought has been driven from the narrow ruts, and now must be equipped for service upon the wider plains of research. In science, in history, there is priceless knowledge to be gained, that will make the teacher a tower of strength. The one will assist his judgment of nature, the other of men and nations. The one will give him the deeper knowledge that goes out to the very frontiers of creation, the other shows him how the citizen becomes the patriot, how the laws and customs of foreign nations excite an emulation in art, agriculture and commerce. Many other subjects may teachers study and reap rich rewards. Do they ever think when they thank God for the beautiful book of nature and creation He has written, that they have scarcely read the title page? Ah! if pupils must study, how much more should teachers study, who are placed over them as leaders towards excellence.

HELP OVER HARD PLACES.

MISS P. C. MILLER.

Not a great while ago, a dear, faithful little pupil in one of our schools came to us to get some light on a very puzzling matter in arithmetic. The text-book she brought was as big as herself—more or less—and was proportionately hard for her to comprehend. The subject of the lesson happened to be notation and numeration, and the little one was expected to prepare for the morrow's lesson, about three pages of very solid looking

matter. A little cautious inquiry revealed the fact that the lesson was assigned, without a single word from the teacher as to how it should be studied. There it stood, full of "fine print," italics, etc., and most of us can recall a time when that style of book-learning sent a thrill of horror, or at least of strong aversion, through our own infant minds.

In the present case, a careful reading of the lesson by the little learner, the explanation of the long words, and a little illustration with slate and pencil, made the matter tolerably clear, but *only* tolerably so, for some time afterwards, little lady, in repeating the rule talked of the "*abscess*" of ciphers, thus showing that our explanation was the only one she got, and that was forgotten.

Would it not be well for teachers frequently to study a new lesson, and particularly a new subject, with their classes? It is surprising what an amount of light is often thrown on an otherwise very obscure lesson by having the class read it aloud, having them define the new words, and showing their application to the new subject. We have tried it on all sorts of matters, and always with good results. At one time in our school-room work a class in arithmetic had reached, for the first time, ratio and proportion in Ray's Part Third. Remembering but too well our own early training in that most interesting subject, we determined to pursue a different method with these beginners. We were introduced to simple proportion at the mature age of ten years, and without the least assistance, were expected to learn all there was of it, including definitions and the long *rule*, and not less than a score of problems. We managed to see that the third term was to be of the same name as the required answer; consequently it was usually in the proper place. The reason for such an arrangement, was not once thought of, of course. The two remaining terms were then arranged and re-arranged, until the answer came as it was in the book. If 2 books : 8 books :: \$5 : (ans) did not bring it, then 8 books : 2 books :: \$5 : (ans) was sure to be right! In the same manner we were permitted to blunder through all the topics, not only in arithmetic, but in everything else. A vivid recollection of such training, or rather

blundering, brought forth in due time the "more excellent way" here suggested, and a thorough preliminary investigation of the subject by teacher and pupil, produced the most satisfactory results, for in a short time any problems involving the principles of simple and compound proportion were easily and intelligently disposed of.

This plan seems to be absolutely necessary in the study of mathematics, and it does much towards brightening up the solid paragraphs of history geography and grammar. It is also a fine exercise in reading, for unless the subject-matter be read with due regard to emphasis, inflection, punctuation, etc., it can not be thoroughly understood. Then, too, by pursuing this method, there is no opportunity given pupils for omitting or slighting "fine print" or other seemingly uninteresting portions of a lesson. So far from it, classes have been so trained that they soon find the very pith of a subject in this same "fine print," and look for it there as a matter of course. All teachers who have used the text-book referred to above, know how many valuable bits of information Prof. Ray has crowded into a very few lines of provokingly small type, and some of us may have overlooked these same small items of interest, and have found out the mistake at a most inconvenient time.

All the way through the exercise suggested, pupils are expected to do their full share of the work. They are to refer to a dictionary for definitions, and by giving the closest attention, to so comprehend the subject under discussion, that they can give the author's idea in different ways. Even with advanced classes the plan is a good one, and by compelling attention to the open book, lazy, indifferent pupils of all grades are forced into so much work that would otherwise be left undone. The time required for such an exercise is not long, and the benefits arising from it are often very great.

WATERVILLE, N. Y.

Inviolable fidelity, good humor and complacency of temper outlive all the charms of a fine face, and make its decay invisible.

COMMENTARY ON THE SCHOOL LAW OF INDIANA.

D.

THE LAW OF TRANSFER.

(CONTINUED.)

19. *Question*—Has the trustee of township A, in Shelby county, the right to collect local tuition tax of a tax-payer living in Hancock county, and who is transferred to township A, Shelby county, for school purposes, under our statute, section 17, new school law?

Answer—I am of opinion that this question should be answered in the affirmative. The argument upon the previous question points conclusively to this determination of this question.

20. *Question*—A man is transferred from corporation A to corporation B in an adjoining county. He pays special tuition tax to the trustee of corporation B. No special tuition tax is levied in corporation A. Can he get credit from the auditor of the county in which he lives for the special tuition tax which he pays corporation B, and offset the same against any levy of special tuition revenue which may be *hereafter* made in corporation A, should he be afterwards re-transferred to it?

Answer—Such a credit is inadmissible. The transferred person receives the benefit of the special tuition tax in the corporation to which he pays it. If he is subsequently re-transferred to corporation A, and a special tuition tax is levied there, he then receives the advantage of it also, and he should pay his share of it. The transferred person must pay all special taxes, bond tax, special tuition tax, and special building tax to corporation B, if such or any of them are levied therein for the year or years in which he remains transferred thereto. This payment releases him from all special school tax levied in corporation A for the same year or years, and no longer, whether the tax levied in corporation A be much or little, or nothing. He can get credit only against whatever levies may be made during the year or years he pays taxes in corporation B. If he is subsequently re-transferred to corporation A, he must thereafter pay for the benefit of corporation A, all the taxes levied therein for school purposes, without reference to taxes formerly paid to corporation B.

21. I append an opinion of my predecessor in relation to the levying of taxes upon property of transferred persons, which will be found of interest, viz:

Questions—1. Will you please do me the favor to inform me, at your earliest convenience, whether persons transferred from one township to another, or to a town or city, as from the township of Greencastle to the city of Greencastle, become liable for both the special school and tuition taxes levied in the corporation to which they are transferred?

2. Should their names be placed on the tax duplicate of the city, and the tuition tax be collected by the city treasurer, or should the county treasurer collect both the special school and tuition taxes levied by the city?

3. Should not the persons so transferred, pay upon their taxable property, for school purposes, just the same as any citizen of the city?

Answer—[See sections 12 and 13, of the Act of 1865; sec. 1 of the Act of 1867; and sec. 3 of the Act of 1873, pages 16, 60 and 62, new School Law.]

The above sections have reference to three different taxes. 1. The Special School Tax. 2. The Local Tuition Tax; and 3. additional taxes to pay the interest and principal on bonds that have been issued and sold for the purpose of securing money to build school houses.

So far as the special school tax is concerned, it is clearly the duty of the county treasurer to collect, and pay it over to the treasurer of the School Board for school purposes in the city. It is also the duty of the auditor to see that this tax is placed on the duplicate, not only of the property in the town, but that it is extended to the property in the township, of those who are transferred to the town. Such is the law, and such, I doubt not, is the general practice throughout the state.

The local tuition tax should be assessed and collected by the county auditor and treasurer, as in the case of the special school tax, for the following reasons:

It is most certainly their duty to assess and collect this tax for the townships when levied by the township trustees, for there are no other persons that can do so. To make an exception of cities, and allow the city treasurer to collect this tax, would be without authority.

There is no statute that provides in so many words, that the tuition tax shall be extended to the property of the transferred person, unless such property is situated in the corporation to which he is transferred. When a person transfers to a city, as in this case, he does so because he can be better accommodated, and not because he would be exempt from certain taxes. The property of the transferred person, situated where he resides, is subject to be taxed for tuition purposes *some place*, that is, in the township where he resides, or in the township to which he is transferred. for it never could have been the intention of the Legislature to exempt certain property from a tax for tuition purposes, merely because a citizen sees fit to be transferred to some other corporation.

Inasmuch as the property is subject to this tax *some place*, it is justice and equity that the corporation to which he transfers should have the benefit of it, and since he is to enjoy the benefits of the schools of the city, the tax should be levied on such property, at the rate fixed by the common council of the city.

But the statute which provides for this tuition revenue makes some general statements which were, no doubt, intended to cover just such cases as the one that has here arisen. It provides that the funds arising from such tax shall be under the charge and control of the *same officers*, secured by the *same guarantees*, subject to the *same rules and regulations*, etc., as funds arising from taxation for *common school purposes*, by the laws of this state.

Now the special school tax is a fund raised for common school purposes by the laws of the state, and the law is very plain as to what officers shall collect and disburse it, as to what guarantees shall be given to secure it, as to the general rules and regulations governing its collection and disbursement, etc., and since the tuition tax is to

be managed in like manner, the conclusion, that the tuition tax should be extended to the property in the township of the transferred person, is inevitable; also, that it should be controlled by the county officers, and township and school trustees.

As to the section from the act of March 8, 1873, it is clear that the city treasurer should collect the tax and be careful that it extends to the property in the township, of the transferred person.

To your third and last question, I answer no. When a person lives in a city or town and is not transferred to any school corporation, the property he owns in the town or city only, is subject to the taxes levied by the town or city; but if he lives outside of the town or city and is transferred to the town or city, all his property situated in the township where he resides, together with all his property situated in the town, becomes subject to the school taxes levied by the authorities of the town.

XXII.

DISPOSITION OF SCHOOL PROPERTY INCLUDED WITHIN TOWNS AND CITIES.

THE LAW.

There are no statutory provisions concerning the disposition of school property belonging to a township which may be included within the limits of a town or city by act of incorporation or by the extension of the limits of any town or city already incorporated. The Supreme Court has, however, laid down some general principles which may be regarded as law, viz:

* * * "there is no statute which provides that when a part of a township shall be annexed to a city or town, the title to school houses, or houses and lots on which they are situated, within the territory thus annexed, shall, by that act, be withdrawn from the school township, as a corporation, and vested in the town or city. * * * it is true that equality, which is equity, would say that they (the party so annexed) should share in the property, or its proceeds, in proportion to their number or the amount contributed by them to its acquisition. * * * if there shall be discovered any ground on which an equitable division of the proceeds of the property when sold, can be effected, or if the corporations interested can agree upon such a division, this opinion is not intended to prevent such an adjustment." 37 Ind. 415.

COMMENTS.

1. *Such Questions to be Settled by Arbitration.*—Questions of this sort can be settled only on the basis of equity, and should be referred to a court of competent jurisdiction, or to a tribunal of arbitration. In commenting upon the decision of the court above quoted the Attorney General says:

"This decision, then, is to the effect that the title to school property, in such cases as are mentioned in your questions, would remain in the school townships.

In the event the school property be sold, the Supreme Court make the suggestion, eminently proper and just, that there should be an

equitable division of the proceeds, in such cases, between the school townships and the incorporated towns or cities. It is clearly intimated in the opinion that such a division, if brought about by the parties interested, would be sanctioned by the courts, and in a suit instituted for the purpose of obtaining such a division, it is fair to suppose that the courts would lend their aid.

It is impossible to anticipate the various aspects which the facts in such cases may present in future. But it would seem to be a fair and proper rule, in general, that the proceeds of sales of school property, in such cases as you have mentioned, ought to be equitably divided between the school townships, on the one hand, and the incorporated towns or cities on the other hand, which are interested, in proportion to the amounts which they have contributed respectively to the property."

2. *Such School Property may be Conveyed to Town or City.*—The questions which arise in cases of this sort assume such a variety of phases that it is impossible for this department, in the absence of a knowledge of the details, to give an opinion as to what equity is, in each case, or to state upon just what basis a settlement ought to be made in case of arbitration.

It is quite clear, however, that a house included within the limits of an incorporated town or city, can not be used for school purposes to advantage by the township.

If a house, built and owned by a township, has been so included, either by the incorporation of a portion of the township or by the extension of the limits of a town or city already incorporated, and if the house is suitable for school purposes, it would be wise to permit the town or city to use the house upon such terms as may be just to both parties. There is nothing in the decision of the Supreme Court to prevent the township trustee from conveying the title of the property, so included, to the town or city, upon equitable terms. In many cases school-houses are so built that they are of comparatively little value for other than school purposes. If the town or city so desires, it would generally be more economical to convey the property to it, than it would be to sell the property to outside parties and divide the proceeds.

3. *Hypothetical Questions Answered.*—The following cases, with comments thereon, are cited as examples of those that have been submitted to this office :

1. An incorporated town extends its limits so as to include a township school-house, but in so doing, takes in a part only of the district in which the house is situated.

In this case it is obvious that the town ought, if it desires the use of the house, to pay a reasonable proportion of its value ; otherwise, the part of the district which was not taken into the city, would lose something for which it had in part paid.

2. A school-house has been built and paid for, by a township, in a certain district, and the district in question has paid its share of the cost of building said house, as well as its proportion of all the other houses in the township ; the district subsequently incorporates and claims the school property.

It seems not only unjust to deny to said district any participation in the benefits arising from its previous investment in school prop-

erty, simply because it chooses to incorporate and because the title of the property is adjudged to be in the township; but it also appears that no injustice would be done if the title to the property should be conveyed to the town, so made, for a merely nominal amount. The people of the town would then enjoy no more than that which had been conceded to them as their right before the district became incorporated.

3. School property has been acquired by a township for one of its populous districts which is contiguous to a city. This entire district becomes included within the city by the extension of the city limits. It is claimed that inasmuch as the city has paid nothing towards the erection of any of the school houses in the township, it has, in justice, no claim upon the school property in the district, so annexed.

A careful examination of the facts shows, that the district so included has paid its proportion of the cost of all the other houses of the township, as well as its proportion of its own house. It has actually paid more than the value of its own school property.

If it could not have the use of its school property within its limits, it would lose something for which it had paid, and would be obliged to submit to a second tax, imposed by the city authorities, to provide itself with school facilities. The title should, in equity, be conveyed to the city for a nominal amount.

4. A township has built a fine house for a populous district, and has contracted a debt of \$8,000 therefor. The district subsequently becomes incorporated and claims the right to control the school property, leaving the township to pay the indebtedness.

In this event the incorporated town would get something for nothing, which would be manifestly unjust to the township. The title of the house ought certainly to be passed to the town school board, but only on the assumption of the debt or a proper proportion of it, or by the payment of such a sum of money as will work no injustice to the township.

4. *Proceedings in Arbitration.*—In all cases of this nature it is recommended, that if the matter can not be settled by the school officers interested, it be referred to a board of three arbitrators—one to be appointed by the township trustee, one by the town or city school board, and the third by the two already appointed.

When the matter is properly adjusted the proper paper should be made out and recorded so as to prevent further dispute.

5. *Two Supreme Court Decisions.*—I append two opinions which seem to be contradictory, but which show the necessity of the course suggested above, viz:

(a) *Carson v. The State, for the use of the town of Hanover.*

Public Schools—Property.—Under the constitution and laws of this state, school property is held in trust for school purposes by the persons or corporations authorized for the time being to control the same, and it is within the power of the Legislature at any time to change the trustee.

SAME—Incorporated Towns.—Where a town is incorporated within the limits of a school township, a school house situated within the limits of a town passes under the control of the school trustees of the town.

By the act of March 5, 1855, it is provided that "incorporated towns and cities shall constitute school corporations, independent of the townships in which they may be situated, and shall be entitled to the proportional amount of school funds to which the number of children between the ages prescribed by law will entitle them, and shall, by trustees elected by the people, or by officers appointed by the corporation, perform all the duties required of township trustees and exercise all the powers vested in such trustees, prepare and file with the county auditor all the reports required, and be subject to all the liabilities of such trustees. They shall have power to establish graded schools, and generally to do and perform all other acts which by this act are authorized to be done and performed by township trustees: *Provided, however*, That in case any school district within the limits of such city or town shall have heretofore contracted debts for school purposes, such city or town shall make provisions for the payment thereof." 1 G. & H., sec. 21, p. 546.

By the law in force when the title to the lot in question was acquired, school districts were corporations for school purposes, and had the control and management of school property within their respective bounds. R. S. 1843, sec. 41, p. 310; sec. 60, cl. 6, p. 313. And it was not until the act of June 14, 1852, came in force, that civil townships were made corporations for school purposes. 1 R. S. 1852, sec. 4, p. 440.

Under the constitution and laws of this state, school property is held in trust for school purposes by the persons or corporations authorized for the time being by statute to control the same. It is in the power of the Legislature, at any time, to change the trustee.

We think the facts averred in the complaint, as well as in the second paragraph of the answer, show that the property in question was held in trust for school purposes, and that by the law of March 5, 1855, *supra*, the town of Hanover, when it became incorporated, succeeded to the trusteeship. The court below committed no error in overruling the demurrer to the complaint, nor in sustaining the demurrer to the second paragraph of the answer. 27 Ind. 465, 468, and 469.

(b) The following decision was given by Judge Downey of the Supreme Court, in relation to the title to school property, February 19, 1872:

Cyrus C. Heizer, Trustee of Center Township, etc., v. James C. Yohn et al., School Trustees, etc. From the Marion Circuit Court.

The appellees, school trustees of the city of Indianapolis, sued the appellant, trustee of Center township, Marion county, alleging that said township purchased with the state common school fund, certain real estate which was set apart and used for school purposes, and on which, as we infer, school houses are situated. That the property was purchased prior to December 20, 1869, on which day the Common Council annexed certain contiguous territory to the city, and thereby took within its limits the said real estate. Plaintiffs are advised that they have the right to control said real estate, but defendant, as such trustee, asserts title to and claims the right to possess and control the same, advertised the same for sale, and threatens to sell the same and divert it from school purposes in the city, and by said proceeding will cause the plaintiffs' title to be clouded, and destroy their right to the possession and control of the same.

Prayer for a temporary injunction, and that on hearing the title and right of possession of the property may be adjudged in the school trustees of the city, and that the defendant be perpetually enjoined, etc.

The defendant answered that said property, or any part of it, was not purchased with the state common school fund, but was purchased and the school houses built thereon, with the proceeds of the special school revenue of the township. That the houses are good and centrally located in the districts they were intended to supply. That more than half of each of the districts is outside of the city, and under the control of the township trustee. That said school houses are not centrally located for any ward in the city, or for the territory of said districts outside of the city, etc. There is no direct allegation either in the complaint or in the answer, of the manner of vesting the title to the property when it was purchased by the township, but we assume that it was vested in the township, as required by law.

There was a demurrer by plaintiffs to the answer, on the ground that it did not state facts sufficient to constitute a defense, which was sustained by the court, and judgment was thereupon rendered for plaintiffs as prayed for in the complaint. (See 1 G. & H., p. 570, secs. 1, 2 and 3.)

There is no statute which provides that when part of a township shall be annexed to a city or town, that the title to the school house or houses and lots on which they are situated within the territory annexed, shall by that act be withdrawn from the school township as a corporation, and vested in the town or city. There is nothing in reason to support such a theory. It is contrary to all our received and recognized notions concerning the vesting and transferring of the title to real estate. And as it is unsupported by reason, so we think in this case at least it is destitute of equity. The money with which the property was purchased and the houses erected, was raised upon a tax upon the people of the township, and more than half of those for whose use the property was acquired, are still outside the limit of the city. If the property shall be adjudged to belong to the city, these persons must lose what they have paid. On the other hand, if the property shall be declared to belong to the township, it is only adjudging that the title remains where it was vested, and that those who have become an integral part of another and distinct corporation have ceased thereby to have any interest in it. It is true that equality, which is equity, would say that they should share in the property, or its proceeds, in proportion to their numbers, or the amount contributed by them to its acquisition.

Cases cited—*Inhabitants of School District No. 1, in Stonehenge v. Richardson*, 23 Pickering, p. 62; *School District No. 6. v. Tapley*, 1 Allen, p. 49; *Whittier v. Sanborn et al.*, 38 Maine, 32; *Briggs v. School District No. 1, etc.*, 21 Wis., p. 348; *Township of Saginaw v. School District No. 1, etc.*, 9 Mich., 541.

We are referred by counsel for the appellee to the case of *Carson v. The State, etc.*, 27 Ind. 465, and it is insisted that that case is decision of the point involved here. But we do not think so. In the opinion in that case, the learned judge says: "The main question involved in the question at bar is, did the town of Hanover, when it became incorporated, under the general law, succeed to the rights of the civil townships in which it is situated, in the management of and control of the public schools within its territorial limits?" If this

was the main question in the case, then there was no question involved as between the school township and the town of Hanover.

The civil township and the school township, though they have the same limits, are not the same corporation. 1 G. & H. p. 637, sec. 4, and p. 540, *supra*, and if the controversy in that case related to the "management and control of the public schools" only, it would seem that no question was involved concerning the title to property. It is further said in that opinion that "Under the constitution and laws of this state, school property is held in trust for school purposes by the persons or corporations authorized for the time being by statute to control the same. It is in the power of the Legislature at any time to change the trustee." Now, whatever may have been the question in that case, in the one under consideration it is not a question with relation to the change of trustee merely, but it is a change of the *cestui que trust*, or beneficiaries, or the majority of them, which is claimed. If that case was intended merely to decide that the Legislature might at any time change the trustee, then it is not in point here.

Governed by the general principles of law, in the light of the authorities referred to, we have arrived at the conclusion that the legal title to the school houses and grounds in question remains in the school township of Center, and that the defendant was improperly enjoined from selling the same. If there shall be discovered any ground on which an equitable division of the proceeds of the property, when sold, can be effected, or if the corporations interested can agree upon such division, this opinion is not intended to prevent such an adjustment.

XXIII.

CARE OF TOWNSHIP LIBRARIES.

THE LAW.

SECTION 136. Such libraries shall be in charge of the township trustees, shall be deemed the property of the township, and shall not be subject to sale or alienation from any cause whatever.

SEC. 137. Such trustee shall be accountable for the preservation of said libraries, may prescribe the time of taking and the period of retaining books, assess and recover damages done to them by any person, and adopt regulations necessary for their preservation and usefulness; he shall provide book cases and blank books ruled, in which to keep an account of books taken out and returned, and report the number each year to the examiner [county superintendent], and at the commencement of each school term, at each school house in their respective townships, shall cause a notice to be posted up, stating where the library is kept, and inviting the free use of the books thereof by the persons of their respective townships.

SEC. 138. Every family in the township shall be entitled to the use of two volumes at a time from said library, whether any member of such family shall attend school or not.

SEC. 139. The trustees may deposit the library at some central or eligible place in the township, for the convenience of scholars and families, and they may appoint for that purpose a librarian to have the care and superintendence thereof.

SEC. 140. The library shall be open to all persons entitled to its privileges throughout the year, without regard to school session; Sundays and holidays excepted.

COMMENTS.

1. *Rules and Regulations concerning the Use of Books.*—Trustees are reminded that the libraries belong to the township, and that they are responsible for the care and preservation of the books, the same as for other property belonging to the township. They are bound by their oath of office to see to it that the books are preserved from loss and injury. The trustees can not be said to have performed their duty when they announce that the library is open and permit persons to take books therefrom and report the number so taken out to the county superintendent. It is their duty to prescribe a reasonable time for which books may be retained by the parties taking them, and if they are not returned they should proceed to collect the value of the books. If a book is returned in a damaged condition they should assess a reasonable price against the person returning it and collect the same. The township libraries can not be preserved unless rules of this sort are strictly enforced. Trustees should not permit parties to take books from the library and then lend them out over the neighborhood, thus keeping them out several months.

Books should be frequently returned to the library, in order that all the people of the township may have an equal opportunity to take them out, and in order that the trustee may be able to place the responsibility for any damage that may occur on the right persons. If any persons refuse to promptly pay for any damages that may be done to books by them, they should be debarred from the privileges of the library. All fines assessed and collected should be used to keep the books in repair.

2. *Location of Libraries.*—Libraries need not of necessity be located at the geographical center of the township, but rather at the place most convenient to the greatest number of citizens. Neither need they always be kept in the same place, but may, if the trustee shall deem best, be changed as the wants of the community require.

3. *Libraries can not be Increased.*—There are now no means provided by which township libraries may be increased, but it is held that the township trustee may use a reasonable portion of the township revenue to keep the library in proper condition.

Impatience dries the blood sooner than age or sorrow.

The only disadvantage of an honest heart is credulity.

Youth nimbly runs neck-and-neck with folly; both are out-distanced by experience.

EDITORIAL.

PRESIDENT GARFIELD ON UNIVERSAL EDUCATION.

President Garfield is more thoroughly an educational man than has been any of his predecessors. He is a self-educated man, but is thoroughly educated. Excepting John Quincy Adams, he is the finest scholar that has ever been President. All his early life having been spent as a teacher, his sympathy with educational interests is genuine and marked, as shown in many of his speeches. The following is taken from his inaugural address:

WE MUST EDUCATE.

But the danger which arises from ignorance in the voter can not be denied. It covers a field far larger than that of negro suffrage, and the present condition of that race. It is a danger that lurks and hides in the source and fountain of power in every state. We have no standard by which to measure the disaster that may be brought upon us by ignorance and vice in the citizens when joined to corruption and fraud in suffrage. The voters of the Union, who make and unmake constitutions, and upon whose will hangs the destiny of our government, can transmit their supreme authority to no successor save the coming generation of voters, who are the sole heirs of the sovereign power. If that generation comes to its inheritance blinded by ignorance and corrupted by vice, the fall of the republic will be certain and remediless. The census has already sounded the alarm in appalling figures, which mark how dangerously high the tide of illiteracy has arisen among our voters and their children. To the South the question is of supreme importance; but the responsibility for the existence of ignorance does not rest upon the South alone. The nation itself is responsible for the extension of suffrage, and is under special obligations to aid in removing the illiteracy which it has added to the voting population of North and South alike. There is but one remedy. All the constitutional power of the Nation and of the States, and all the volunteer forces of the people, should be summoned to meet this danger by the saving influence of universal education. It is the high privilege and sacred duty of those now living to educate their successors, and fit them by intelligence and virtue for the inheritance which awaits them. In this beneficent work section and race should be forgotten, and partisanship should be unknown. Let our people find a new meaning in the divine oracle which declares that "a little child shall lead them," for our little children will soon control the destinies of the republic.

My countrymen, we do not now differ in our judgment concerning the controversies of past generations, and fifty years hence our children will not be divided in their opinions concerning our controversies. They will surely bless their fathers and their fathers' God that the Union was preserved, that slavery was overthrown, and that both races were made equal before the law. We

may hasten, we may retard, but we can not prevent the final reconciliation. Is it not possible for us now to make a truce with time by anticipating and accepting its inevitable verdict? Enterprises of the highest importance to our moral and material well-being invite us, and offer ample scope for the employment of our best powers. Let all our people, leaving behind them the battle-fields of dead issues, move forward, and, in the strength of liberty and restored union, win the grandest victories of peace.

SCHOOL LEGISLATION.

Every body is anxious to hear what the Legislature has done, or is likely to do in regard to the school law, and the Journal is disappointed in not being able to give definite information on that subject in this issue. The regular session of the Legislature closed without any determinative action on the subject. The special session has begun work, but no bill has yet passed both houses, nor is any one likely to, before the issue of the April Journal. The codified school law has passed the House with several modifications of the old law, the principal of which are the following:

County superintendents must be examined by the State Board of Education. It is generally conceded that this amendment, which was early passed, was the only thing that saved the principal features of the county superintendency system.

Mr. Berryman, of Shelby county, moved to have the bill re-committed, with instructions to the committee to strike out everything pertaining to county superintendency, and "to provide for a county examiner, whose only duty it shall be to examine teachers for license." The resolution elicited a lively discussion, in which the system was vigorously attacked by Messrs. Berryman, Neff, Cauthorn, Stewart, Fall, Marshall, and others, and had the vote been then taken it is difficult to say what would have been the result.

Mr. Lindsay, of Howard, being friendly to the system, and fearing the result, moved, effectively, that the further consideration of the bill be postponed till Wednesday of the following week.

In the interval thus given the friends of the law improved the time to the best advantage. When the matter came up again quite a number of county superintendents were present to assist the local friends, and their number and activity elicited not a little criticism from the enemies of the cause. When the final vote was taken only the following persons voted yes: Messrs. Cabbage, Franklin, Hottell, Cauthorn, Marshall, Neff, Stewart, Smelser, Fuller, Jackson, Miller, Schweitzer, Wheeler, and Weaver. Mr. Berryman was providentially absent on account of sickness.

This, however, did not represent the strength of the opposition to county superintendency. Many who were opposed to the system, opposed this resolution because they argued that if the bill was referred back to the committee for this purpose it would never be reported back, and so the present law would

be continued in force. Others who favored going back to the county examiner system, preferred to retain the name "superintendent."

A motion to elect the superintendent by the people failed by only five votes.

A motion, made by Mr. Smelser, of Rush county, to reduce the pay of the superintendent to \$3 per day, was at first carried, but afterward reconsidered, and after a long debate defeated.

The bill provides that the number of days the county superintendent may spend in visiting shall not be less than *three-fourths* the number of schools in the county, instead of "as many days," as at present. A strong effort was made to cut off visiting altogether; also to leave it to the commissioners to decide; and at one time, after the "three-fourths" had been agreed to, an attempt was made to reduce to *one-half*, and a vote of 48 to 33 was secured to this end; but at that stage of the bill a *two-thirds* vote was necessary in order to suspend a rule, which could not be secured; so the "three-fourths" was saved, as by fire.

Strange to say one of the bitterest opponents to county superintendency was an old teacher, Mr. Marshall, of Fountain county. He said that he had taught the last ten winters, had been visited ten times by the county superintendent, and had never received ten cents' worth of help from any visit.

If the bill passes as it is, the presidents of school boards of towns and cities, not having a superintendent, will have a vote in the election of county superintendent.

The bill provides for a six-months' trial certificate, which is not to be renewed. Regular licenses will be for one, two, and three years; and after two three-year certificates, one for eight years.

The legal number of township institutes is reduced. Two special efforts were made to have teachers paid for attending township institutes, but failed. The election of teachers by the people was with difficulty defeated.

In school meetings married women can vote in the absence of their husbands. Hereafter one of the three school trustees of cities and towns *may* be a woman. Also women may hold any school office—may be county superintendent, which has heretofore been illegal.

The bill reduces the rate of interest on the school fund from 8 to 6 per cent., which will reduce the revenue from this source, in the state, about \$250,000. As the Senate has already voted down a bill to make this same reduction, this part may not become a law.

The general feeling is that the bill will pass the Senate *about* as it left the House, except as to the rate of interest.

Many other minor changes have been made, but as nothing is yet *settled*, further comment is deferred. It is probable that by next month's Journal the school legislation will be completed; if so a full synopsis of all changes and new features in the law will be given.

Wm. T. Harris is to deliver a course of lectures at the State Normal, beginning April 15th.

WM. T. HARRIS'S LECTURES.

Wm. T. Harris has just completed a course of six lectures in Indianapolis, given for the special benefit of the teachers of the public schools, but which were open to the public. They were largely attended and were certainly profitable. They are not, however, of a *popular* character, and would be much more profitable to read than to listen to. The large number of philosophic terms, not at all familiar to the average teacher, renders his discourse very difficult to follow. He deals exclusively with principles, and says almost nothing of forms and methods. His treatment of a subject is on the principle of Irving's History of New York—it begins with the foundation of the world. For example, his lecture on "History of Education, and Education in Europe and America Compared," deals principally with the organization and development of society from the savage state up to the formation of the state. In the hour and a half devoted to this lecture not more than ten minutes are devoted to the school education of Europe, and American schools are not mentioned.

He deals with the subject of education in its broadest and most fundamental sense, and school education is but one of its phases.

The Journal does not offer the above as a criticism of these lectures as to their intrinsic merit, but as to their adaptation to the audiences usually secured. If Mr. Harris would make his lectures less technical, less fundamental—if he would apply his great fund of philosophic knowledge and his extended experience to the practical phases of school problems that teachers have to solve in their ordinary work, he would do a work for the teachers of the country that would be much more highly appreciated.

These lectures are studies for the best thinkers among experienced educators, but are valuable to the average teacher, *chiefly*, to show him what vistas of knowledge there are beyond that he may yet advance to.

Mr. Harris is a grand man, and no one can listen to him without feeling that he is in the presence of a master. The Journal hopes that he can be induced to repeat his visit to Indianapolis, to discuss *school* education.

One Geo. W. Michael, has taken it upon himself to print and extensively circulate over the state, a speech he claims to have made in Valparaiso, which severely criticises H. B. Brown, principal of the N. I. Normal School. The editor of the Journal has not heard from Mr. Brown on the subject, but knowing him personally, and having visited his school several times, feels called upon to say that the article does him and his school great injustice. Its vindictive and malignant spirit is apparent from the first, and its statements should be received with much allowance, if received at all.

Having run out of February Journals for 1881, the Editor will be glad to extend the time of subscription one month, of all persons who will return in good condition this number. Please let the wrapper cover the entire Journal, so as to protect from injury, and send at once, giving name and address of sender.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR FEBRUARY, 1881.

WRITING.—1. For what two purposes may the black-board be used in teaching writing? 2 pts., 5 each.

2. What is the distinction between the finger movement and the arm movement in writing? 10

3. Make and name the curved lines used in the small letters. 2 pts., 5 each.

4. What is the height of the small letter *l* compared with *e*? The small *d* compared with *a*? 2 pts., 5 each.

5. How should the space between sentences compare with the space between the words of a sentence? 10

6. Write the following lines as a specimen of your hand-writing:

"How sweet the moonlight sleeps upon this bank!
Here will we sit, and let the sound of music
Creep into our ears: soft stillness and the night
Become the touches of sweet harmony." 50

READING.—1. State the steps to be taken by the teacher in teaching pupils to read a selection in the Fourth Reader. 20

2. What are the steps that should be taken by the teacher in teaching a word unknown both as to its meaning and its pronunciation, to a class reading in the Fourth Reader? 20

3. "Soldier rest! Thy warfare o'er,
Sleep the sleep that knows not breaking;
Dream of battle-fields no more,
Days of danger, nights of waking." [*Lady of the Lake.*

a. Before the class can read intelligently the selection in the Readers beginning with this stanza, what information should be given to them by the teacher?

b. How would you awaken a desire in them to read the rest of the story?

c. What purpose should the teacher have in teaching this lesson, other than that of making the pupils able to read this lesson correctly? 3 pts., 10 each, 30.

4. Express in your own language the thought in this stanza. 15

5. Indicate the pronunciation by the use of the diacritical marks of the following words: *Soldier, funeral, wisdom, there, last.* 5 pts., 3 each, 15.

ORTHOGRAPHY.—Spell twenty words selected by the superintendent.

20 pts., 5 each.

ARITHMETIC.—1. Reduce 3 mi. 23 rd. 3 yd. to feet. By analysis.

Anal. 6; ans 4.

2. Divide the sum of $1\frac{1}{2}$ and $\frac{1}{1\frac{1}{2}}$ by their difference. Proc. 5; ans. 5.

3. When it is 3 A. M., June 25th, at a city "A," situated in long. $5^{\circ} 55'$ East, what is the time at a city "B," situated in long. $87^{\circ} 50'$ West?

Proc. 5; ans. 5.

4. An agent receives \$272.95 with which to buy coffee; deducting his commission, 3 per cent., how many pounds can he purchase at 10 cents per pound?

Proc. 5; ans. 5.

5. A owes \$371 due in 9 mos., without interest. Should he pay the debt now with \$345, would he gain or lose, money being worth 8 per cent. per annum? How much?

Proc. 5; ans. 5.

6. What will be the cost of 15 liters of wine at \$35.06 a hectoliter? 10

7. If $1\frac{1}{3}$ yd. of cloth cost $\$ \frac{5}{8}$, what will $1\frac{1}{4}$ yd. cost? By analysis.

Anal. 6; ans. 4.

8. What will 18 yds. of cloth cost at the rate of 2 cents for the first yd., 5 cents for the second, 8 cents for the third, and so on, at the same rate of increase for the whole number of yds.?

Proc. 5; ans. 5.

9. What is the volume of a cone whose slant height is 13 ft., and radius of the base 5 ft.?

Proc. 5; ans. 5.

10. (a) In teaching arithmetic, what object is to be attained by requiring a pupil to give the rule for a solution? (b) What is to be attained by requiring the analysis of the solution? a=5; b=5.

GRAMMAR.—1. What is the subject of a sentence? Predicate?

2 pts., 5 each.

2. Define the classes into which sentences are divided as to form. 10

3. What is the distinction between the *conjugation* of a verb and the *synopsis* of a verb? 10

4. What are the distinctions in the use of *should* and *would*? 10

5. Write a sentence containing a conjunctive adverb and parse the adverb. 2 pts., 5 each.

6. Write a sentence containing a co-ordinate conjunction and a participial phrase and then analyze the sentence. 2 pts., 5 each.

7. Write a sentence containing a comma and a semicolon, and give the rule for the use of each. 3 pts., 4, 3 and 3.

8. Correct: I have failed, though I thought I should have succeeded. She teaches six hours a day and flirts the balance of the time. 10

9. In the sentence above parse *hours* and *flirts*. 2 pts., 5 each.

10. What is the difference between 'Language Lessons' and 'Grammar?' 2 pts., 5 each.

GEOGRAPHY.—1. Describe the formation of a delta. What is the largest delta in Asia? 6, 4.

2. What is Geography? How does it differ from Geology? 2 pts., 5 each.

3. By what other name is Ireland frequently called? What causes the condition upon which this name depends? 4, 6.

4. Name the Capitals of the States formed from the Northwest Territory, in the order in which the States were admitted. 5 pts., 2 each.

5. Locate the islands of St. Helena, and Juan Fernandez. For what is each celebrated? 2, 2, 3, 3.

6. Name three large and important portions of the land surface of the earth that lie south of the Equator? 3 pts., 4 off for each.

7. What two lakes are regarded as the source of the Nile? 2 pts., 5 each.

8. Which is the most densely populated country of Europe? Which is the least so? 2 pts., 5 each.

9. Name 5 of the chief productions of China, agricultural or manufactured. 5 pts., 2 each.

10.

Country.	Capital.	Chf. River.	Mountains.	Governm't.	Title of Ruler.
Hindustan					
Hungary.					

10 pts., 1 each.

HISTORY.—1. Why should a teacher of history be familiar with more than one book on the subject? 10

2. Name three mental faculties which are cultivated by the study of history. 4 off each pt. om.

3. Tell the story of De Soto in America. 10

4. Describe the first charter or constitution for the government of the Carolinas. 10

5. Who was Aaron Burr? 10

6. Who were the Hessians engaged in the Revolutionary war? 10

7. Name two serious defects of the Articles of Confederation, 1775. 2 pts., 5 each.

8. Name the three most important American inventions. 4 off each pt. om.

9. What is the Monroe doctrine? 10

10. (a) What was the Seminole war of 1835, and (b) how did it end?

a=4; b=6.

NOTE.—Descriptions and narratives not to exceed six lines each.

PHYSIOLOGY.—1. By what experiment can you prove that bones grow? 10

2. At what part of the day is a person the tallest? Why? 2 pts., 5 each.

3. What is the effect of sleep on the temperature of the body? What on nutrition? 2 pts., 5 each.

4. What impurities naturally gather in the skin? How should they be removed? 2 pts., 5 each.

5. Why is unbolted flour more nutritious, as a rule, than bolted flour? 10

6. Name two advantages resulting from the use of coffee. 2 pts., 5 each.

7. If all the articles eaten are digestible, which is the better, a meal made up of various articles, or one made of a single article? Why? 2 pts., 5 each

8. Name the parts of the body in which the pulse may be felt.

3 pts., 4 off for each om.

9. Upon what element in the blood does the oxygen act especially? 10
 10. What is the medulla oblongata? What three important organs derive their nervous power from it? 4 pts., 3 off for each om.

THEORY AND PRACTICE.—Write a page or more on the assigning of textbook lessons, stating (1) the ends to be secured, including methods of preparation and needed assistance; (2) the time which may be thus used by the teacher; (3) the errors commonly made by teachers in assigning lessons, etc.

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED IN MARCH—BY THE MEMBERS OF STATE BOARD.

GEOGRAPHY.—1. The constant receding of the horizon as one travels westward; the fact that the tops of trees and buildings are first seen, then the lower parts, whilst the reverse is the case in that part passed over.

2. Grain, hay, iron, dry goods and coal.
3. New York. Madrid.
4. The Hague, Brussels, Christiania, Constantinople, Berne.
5. From northeast to southwest. Fort Wayne, Indianapolis, Evansville.
6. Scotland, England, Belgium, France, Switzerland, Italy.
7. The Amazon. Quito.
8. East and west in Europe. North and south in South America.
9. The western. Because the waters washing it are warmed by the Gulf Stream, the effects of which are transferred to the land.

10.

Country.	Government.	Ruler.	Capital.	Exports.	Climate.
Egypt.	Despotism.	Khedive.	Cairo.	Grain and Cotton.	Hot and Dry.
Italy.	Monarchy.	King.	Rome.	Wines, Silks Jewelry.	Mild and Genial.

PHYSIOLOGY.—1. As the brain and spinal column furnish the nervous energy upon which all other functions of the body depend, they must be protected from all external injuries, and all jars and disturbances. The functions of the organs of the chest and abdomen requiring considerable freedom of motion, could not act freely if confined by immovable bony structures.

2. By comparing the weight, which a man or an animal can drag on a level surface, with the weight of the man or animal. The man.

3. Walking, horseback riding, running, swimming, carriage driving.

4. All voluntary activity ceases, the various functions become less active as a rule, resting the organs, and nutrition or building up of the tissues take the place of the pulling down which results during the activity of waking hours.

5. Warm baths as a rule should be taken at night, and cold ones in the morning, when reaction can be more rapidly and thoroughly established. Neither should be taken when the person is tired, or immediately after eating.

6. The apparent seat of hunger is the stomach, that of thirst is the throat; the real seats of both is the general system. The indications of these sensations are the want of the system for food, or of the blood vessels for water.

7. Bile and the pancreatic juice. Upon the fatty parts of the food by reducing them to an emulsion, which is readily absorbed, known as chyle.

8. The contraction of the heart injects the blood into the arteries, which are elastic, yielding to this force and again contracting, giving the peculiar movements called pulsation. The veins have valves which prevent the return of the blood and cause it to flow smoothly and without pulsation.

9. Ventilation in the floors of school rooms, which would lead the gases away from the building.

10. Touch, all parts of the body—especially the hands double.

Taste, the tongue—single.

Smell, the nostrils, really double.

Sight, the eyes—double.

Hearing, the ears—double.

HISTORY.—The *sources* of History must of necessity be *contemporary* with the events narrated. With this understanding, we may say that the chief sources of History are:

1. Contemporary Annals—as the Diary of John Quincy Adams, some of the writings of Tacitus, etc.

2. Official Documents—as Laws, Proclamations, etc.

3. Monuments—as monuments strictly so called, inscriptions, coins, etc.

4. Incidental Allusions—as in letters, narratives, poetry, fiction, etc.

5. Tradition—the stories handed on from one generation to another.

In actual use, the material from all these sources must be carefully and judicially examined by the historian, and his witnesses tested as he would test witnesses in a court of law.

"Which is it?"—A correspondent of the Journal thinks that the first telegraphic message in the United States was the announcement of Mr. Polk's nomination for the Presidency, and not his election to that office. He is undoubtedly right. Mr. Edward Abbott's admirable "Paragraph History of the United States," says, on pages 59, 60: "The news of Mr. Polk's election to the presidency was the first dispatch ever sent by telegraph in the United States. This was over a wire erected by Prof. S. F. B. Morse, between Baltimore and Washington." Mr. T. W. Higginson's equally excellent and careful "Young Folks's History of the United States," says, on page 273, "The report of James K. Polk's election was the first news ever transmitted by telegraph in America, being sent on the new line which Prof. Morse had just completed between Washington and Baltimore." These credible writers, however, although relied on in the first answer to this question, are unquestionably wrong respecting it, and Prof. Ridpath and others are correct. The convention that nominated Mr. Polk met in Baltimore, May 27, 1844. Two days later the

nomination was made, and the announcement of it was sent by telegraph to Washington. This was the first message in this country. The presidential election, of course, did not occur until the following November.

ARITHMETIC.—1. (a) A concrete num. + a concrete num. gives an abstract num. for a quotient. (b) An abstract num. + an abstract num. gives an abstract num. for a quotient. (c) A concrete num. + an abstract num. gives a concrete num. for a quotient. Reason—The dividend is made up of two factors, the divisor and quotient, one of which must be abstract, and the other the same kind as the dividend. Illustrations—(a) $\$25 \div \$5 = 5$; (b) $25 \div 5 = 5$; (c) $\$25 \div 5 = \5 .

2. $(3 \text{ A.} + 24 \text{ P.} + 20 \text{ sq. yd.} + 4 \text{ sq. ft.}) \times \frac{200}{100} = (3 \text{ A.} + 24 \text{ P.} + 20 \text{ sq. yd.} + 4 \text{ sq. ft.}) \times 6.25 = 19 \text{ A.} 114 \text{ P.} 6 \text{ sq. yd.} 7 \text{ sq. ft.}$ Ans.

3. 3 kiloliters = 3,000 liters.

(1) 1 L. costs \$.25.

(2) 3,000 L. cost $$.25 \times 3,000 = \750 . Ans.

4. Since $\frac{7}{8}$ bbl. of cider will cost $\$1\frac{1}{8}$.

: $\frac{1}{8}$ bbl. " " $\frac{1}{8}$ of $\$1\frac{1}{8} = \$\frac{1}{8}$,

: 1 bbl. " " $\$1\frac{1}{8} \times 8 = \$1\frac{1}{2}$.

: $\frac{1}{2}$ bbl. " " $\frac{1}{2}$ of $\$1\frac{1}{2} = \$\frac{3}{4}$.

: $\frac{3}{4}$ bbl. " " $\$1\frac{1}{2} \times 5 = \$1\frac{3}{4}$. Ans.

5. (1) 20 per cent. = the gain. (2) 100 per cent. + 20 per cent. = 120 per cent., the selling price. (3) $\$1.20 \times 1.20 = \1.44 , the selling price. (4) $\$1.44$ is 25 per cent. less than the marked price, hence $\$1.44$ is 75 per cent. of the marked price. (5) $\$1.44 \div .75 = \1.92 , the marked price. Ans.

6. (1) 3 yr. 4 mo. 24 da. = 1224 da. (2) 5 per cent. $\times \frac{1224}{100} = 17$ per cent. the rate for the given time. (3) 100 per cent. + 17 per cent. = 117 per cent., the amount. (4) $\$781.11 \div 1.17 = \650.80 +, the principal. Ans.

7. (1) From Apr. 5 to Apr. 21, 1880 is 16 da. (2) 90 da. — 16 da. = 74 da.; but 74 da. + 3 da. = 77 da. (3) 7 per cent. $\times \frac{77}{100} = 1.497$ per cent., the rate for the given time. (4) 100 per cent. — 1.497 per cent. = 98.503 per cent. the difference. (5) $\$659.88 \div .98503 = \659.88 , the face of the note. Ans.

NOTE.—The supposition is that the above note was discounted at bank.

$$\overline{AC}^2 = \overline{AB}^2 + \overline{BC}^2$$

$$\overline{AD}^2 = \overline{AC}^2 + \overline{DC}^2$$

$$\therefore \overline{AD}^2 = \overline{AB}^2 + \overline{BC}^2 + \overline{DC}^2$$

$$\therefore \overline{AD} = (\overline{AB}^2 + \overline{BC}^2 + \overline{DC}^2)^{\frac{1}{2}}$$

$$\therefore \overline{AD} = (400 + 256 + 144)^{\frac{1}{2}} = \sqrt{800} = 28.28 +. \text{ Ans.}$$

9. (a) A *cylinder* is a solid whose bases, or ends, are equal, parallel circles, and whose lateral surface is uniformly curved. (b) A *prism* is a solid

whose bases, or ends, are equal, parallel polygons, and whose lateral faces are parallelograms.

10. (1) That the pupils may see the relations of the several parts of the problem. (2) That, having conceived the relations of the several parts, they may the better demonstrate their work to others.

READING.—The following answer to questions 4 and 5 has been prepared by Prof. Carhart, of the State Normal School :

1. What is the author's subject? Manifestations of life, joy and beauty.
2. Where? In a valley in the country; in the barn-yard, trees, stream, lake, fountain, mountains, and sky. Probably in the author's native land—England.
3. When? In March.
4. Parts? Life and joy are manifested by the cock, birds, plowboy, other laborers and the cattle. The separate manifestations of beauty are indicated in the answer to "Where."
5. Cause? "The spirit of the season." (See the poem, To my Sister, by the same author.)
6. Purpose? To show that
 "—Pleasure is spread throughout the earth
 In stray gifts to be claimed by whoever shall find."
7. Likeness? The pupil should be led to compare the content of the poem with scenes he has witnessed.
8. Unlikeness? By the law of contrast the pupil's appreciation of the scene described would be greatly increased by leading him to imagine a winter scene. The poet shows us the edge of winter, "On the top of the bare hill."
9. Of what whole a part? The manifestations are a part of nature. The poem is a part of the writings of Wordsworth, of lyrical poetry, and of the poetry of nature.

The following lyrics by the same author are all poems of nature: "Stray Pleasures"; "To my Sister"; "Lines written in Early Spring"; "To May"; and "The Tables Turned". The study of the poem analyzed would prepare the pupil to appreciate the others.

The poems of Wordsworth are edited by Matthew Arnold, and published in the Franklin Square Library for 15 cents.

GRAMMAR.—1. *But* is a conjunction, connecting the two independent clauses *the whole need not a physician* and *they that are sick need a physician*.

3. *Saying* is a participle, modifying *peacock*. *What* is a limiting adjective, limiting *tail*.

8. *More* is a pronominal adjective, comparative degree, and is used as the object of the verb *had*. *Than* is a conjunction, connecting the dependent clause *is time enough for my examination* to the word *more*.

9. *Time* is a noun, subject of the verb *is* understood. *Enough* is an adjective, limiting *time*.

MINUTES OF THE SOUTHERN INDIANA TEACHERS' ASSOCIATION.

The Association met in its fourth annual session at Lawrenceburg. The retiring Pres. J. W. Caldwell, being absent, Prof. Funk, of Corydon, was called to the chair. The exercises were opened with music, and prayer by Rev. Ed. Campbell.

Rev. S. N. Wilson made the address of welcome. In behalf of the people of Lawrenceburg he gave the teachers a hearty welcome, and magnified the dignity of the teacher's profession.

[] John M. Olcott, of Indianapolis, said in response that the first important move toward success in any department of labor is thorough organization. The school system of Indiana is one of which we are all justly proud, but it is at the mercy of our legislators, and is in danger of being overthrown. If we would have the schools of Indiana continue to grow in efficiency and influence, we must use our influence, not only to see that our system be not weakened, but that it still be developed into a more perfect system.

He closed by introducing to the audience the president-elect, D. E. Hunter, of Washington. He said :

The importance of the education of the masses has been acknowledged, and provision has quite generally been made for it. But other battles are now to be fought. Ignorance alone is not our greatest enemy, but often an intelligent foe ; one who can make that seem to be, which does not exist. He stated that some had given statistics to show that education increased crime. These he showed to be false, and proceeded to give statistics of our prisons and reformatories.

He then noticed some of the defects of our common schools, and suggested the necessary remedies.

THURSDAY.—Members of the Association met with the high school for opening exercises, after which the forenoon was spent promiscuously visiting the various departments of the school, and were well pleased with what they saw.

Afternoon.—A paper was read by David Graham, of Rushville. Subject: The Improvement in the Course of Studies in our Public Schools. He spoke of the importance of universal education, and discussed his subject under the following divisions : 1. Let the classification of all the schools be the same. 2. Use in all the schools precisely the same course of study. 3. Let the grade of the country schools correspond to those in the primary, intermediate, and grammar departments in our towns and cities, and let this course include the eight common branches. 4. Make the course of our high schools the same, and qualify all who complete it, to enter the Freshman Class in our State University. 5. Use in all the schools the same text-books.

Discussion.—H. B. Jacobs, of New Albany, said he agreed with the paper in general, but thought that the course of the high school should be arranged for the benefit of the people, and not to hitch on to the Freshman Class of our University. Said our schools in trying to do too much, fail in thoroughness

as well as fail in satisfying the wants of the people; hence the justness of the criticisms on the public school work. He would not instruct pupils for any special profession, but give them a thorough training in an ordinary course, so they will be efficient in all they do.

H. B. Hill and F. H. Tufts added a few remarks on the paper. Both objected to a course of study to be in harmony with the University. Mr. Tufts thought each city and each county should be allowed to arrange its own course of study.

John B. Peaslee, of Cincinnati, said many people make a mistake by giving a pupil only two or three studies, for a child will learn more arithmetic in one hour than he will in a whole day. The child soon wearies of a subject, and will do no good if kept at one thing too long. It is far better to have the child pursue a number of subjects, so that when he tires of one he can take up another.

Authors was the next subject, by Mr. Peaslee. He would not insist that it be made a separate branch of study, but be taught in the primary rooms by familiar talks concerning different authors and their writings, and have the pupils to recite in concert easy selections from the best authors. This may be done by the teacher's writing the selections on the black-board, and then having the pupils thoroughly understand the meaning of each word and sentence; then having them give the substance of each passage in their own language, and making the proper application of the same before requiring them to commit to memory. All the selections are to be recited in concert, and may be recited individually from the platform. Now and then a little time should be taken from the language lesson, that the pupils may write the selections from memory, not only for the purpose of seeing that the language is accurately memorized, but also for the practical lessons they will thereby receive in capitalization, punctuation, and spelling. In connection with this work, he urged the celebration of the birthdays of the best authors.

The speaker then gave a very interesting sketch of the life and career of Oliver W. Holmes; also recited and commented on some of his writings.

Next was a paper by Miss Anna S. Rice, of Lawrenceburg. Subject: How may we know and meet the Intellectual Wants of our Pupils? The secretary was not taking notes, but tried to get an outline of the paper, and failed.

Dr. C. A. Miller, of Lawrenceburg, read a paper on "Nearsightedness." He first defined nearsightedness; second, told how produced; and third, how prevented.

A. E. Haight, of Vincennes, discussed the subject "Tact." After defining the word etymologically and illustrating by a few examples he said: Tact is a matter of reasoning and not of instinct. Tact is legitimate, and should be possessed by *all*, but more especially by the teacher, for he must be both architect and builder; also quick to detect faults and quick to correct them. Calmness on the part of the teacher under all circumstances is a species of tact invaluable. There can be no real tact without *earnest, devoted* toil.

At this time a vote was taken to decide the place for the next meeting, and resulted in favor of Connersville.

Evening.—Address by Prof. John B. Peaslee, of Cincinnati. Subject: "Moral and Literary Training in Public Schools." The subject was treated in a very able and interesting manner, and to be rightly appreciated, *all* of it should be heard or read, and it is to be hoped that the readers of the Journal will have an opportunity to read it in full, if they have not already heard or read the lecture.

FRIDAY.—"How to interest Pupils in the study of Natural Sciences" was first on the programme, and was discussed by Clifton Scott, of Orleans. He said: Take pains to interest in the study of natural sciences while pupils are studying the common branches. Introduce topics into your lessons that will call attention to queer facts in philosophy, such as the cause of twilight by refraction; remarkable things about the animal life of the world. In geology, the evidence, in animal and vegetable remains, of great climatic changes in the world's history. Enlist the assistance of pupils in the preparation of geological cabinets.

Next was "Æsthetic Education," by Henry H. Fick, Supt. of Drawing, Cincinnati schools. He said: Too often is it the case that æsthetic education is confined to the wealthy. This need not necessarily be so. The effect of the beautiful over the minds of men in all ages has been wonderful. But what is the present age doing to develop the æsthetic art? *Not much.* Decorate the room with flowers, and supply such objects of beauty that the child will be led to make the external, the internal.

John M. Olcott spoke of the bad influence of teaching nothing but arithmetic, reading, grammar, and geography. Said that the Hoosiers need more polish, as they are behind the Buckeye State in this respect. •

John B. Peaslee said: Nothing makes the school more popular with the pupils, and through them with the parents, than the cultivation of the beautiful. Neatness and exactness in *all* work should be insisted upon under all circumstances.

The following officers were elected for the ensuing year: President, J. R. Trisler, Lawrenceburg; Vice-Presidents, E. A. Haight, Vincennes, J. P. Funk, Corydon, and J. A. Wood, Salem; Executive Committee, J. S. Gamble, Connersville, chairman, David Graham, D. E. Hunter, Wm. Rady, and C. W. Harvey; Rec. Secretary, Robert C. Duncan, Washington.

Next exercise was "Special Work," by C. D. Bogart. The secretary was unfortunate in not getting a report of this paper.

John B. Peaslee, on leaving for his home, complimented Indiana in regard to her institutes, and invited the teachers of Indiana to visit the schools of Cincinnati.

By a rising vote the association expressed their thanks to Prof. Peaslee for his able assistance in the association.

Afternoon.—The first on the programme was "The County Superintendent," by J. M. Wallace, of Bartholomew county. He spoke on the following points: 1. He should have an aptness to teach. 2. He should have exceptional ability as a leader. 3. He should have experience as a teacher. 4. He should have enthusiasm and firmness. 5. The importance of his office as an examiner.

Discussion opened by H. B. Hill, of Dearborn county. He emphasized the above points, and thinks that the superintendent of a county should hold the same relation to his teachers that the city superintendent holds to his.

"Literature," by Dr. W. T. Stott, of Franklin College, was next. He discussed his subject under two general heads: 1. *Why* should we cultivate the study of English Literature? 2. *How* shall we cultivate the study of English Literature. Under the first division are three answers to the *Why*? 1. Because there is a lack of acquaintance with it among our youth. 2. This literature will arouse an interest, and enlighten the mind. 3. We owe it to the state and world to bring out better authors and more profound thinkers. Under the *How*, are three answers: 1. By constant allusion to authors in the school room. 2. By the teacher doing all he can to reach the public by organizing reading circles, and occasionally delivering public addresses. 3. The best way for the teacher to arouse an interest in this study is to become enthused himself. He must study it systematically and in relation to other branches, and by studying carefully single products of choice literature.

UNION COUNTY'S WORK IN LITERATURE.—A few statements of facts in this work here, may interest many of your readers and encourage the workers in this line in other localities. At the normal which convened at Liberty, Ind., July 19, 1880, daily recitations were given in literature, and an evening each week was devoted to some author, by giving a sketch of his life, and readings, recitations, and songs from his writings. These meetings were very interesting, and proved incentives to the study of literature. The interest increased from week to week, culminating in a spirit of enthusiasm for the work at the institute during the last week of August, which was fully aroused by the zealous and efficient labor of Dr. Peaslee, of Cincinnati, who gave us his valuable service in behalf of the cause; so that at the opening of the schools the teachers were in good spirits to follow the suggestions of the Journal. Gems were kept upon the black-board in every school district, and were memorized by the children. An hour was devoted to literature in every township institute. On the 17th of December, 1880, Whittier's birthday was commemorated by the teachers in the Opera Hall at Liberty, Ind., with programme similar to that during the normal, with encouraging results. January was devoted to the study of Bryant's poems in schools and township institutes; February to Longfellow. The winter's work ended by celebrating the anniversary of his 74th birthday on the evening of the 26th, 1881, by the teachers of the county. The programme was an excellent one, and the large audience was delighted and benefited.

[No county in the state has excelled little Union in the cultivation of literary taste.—ED.]

There will be a meeting of City Superintendents in Indianapolis April 28th and 29th, 1881, in order to discuss the work of city supervision. A large attendance is desired.

THE AGASSIZ ASSOCIATION.—One of the best signs of the times is the interest in the natural sciences which children ought to take, but which they never will take while it is connected in their minds only with dry study, long tasks, and Latin names. The Agassiz Association—instituted by Harlan H. Ballard, now principal of the Lenox (Mass.) Academy, and endorsed by Prof. Alexander Agassiz—is an association named after the great Louis Agassiz. It is a society which children all over the country may join, and which, through the happy impetus of an earnest *esprit de corps*, may lead them to explore for themselves the every-day fields of Nature; and so, by free yet organized observation and a cultivated habit of thought, lay the foundation of future interest in the sciences. The *St. Nicholas* magazine, having taken the matter in hand in earnest, has started a St. Nicholas branch of the organization. Full explanations and particulars were given, by Mr. Ballard himself, in the November issue of the magazine, which opened the volume for 1880-81.

A DESERVED MEDAL.—Prof. J. H. Smart, recently received, through the authorities at Washington, the large bronze medal awarded him by the managers of the Paris Exposition, of 1878. The lining of the case is inscribed, "Medaille commemorative offeste pour services renders Monsieur James H. Smart, commissure honorable des Etats Unis." One side of the medal is a group of figures, elegantly engraved, with the marginal inscription, "Exposition Universelle enter nationale MDCCCLXXVIII." On the reverse side is a pair of genii, holding up a scroll bearing the names of Marshall MacMahon and the officers of the Exposition.

The National Educational Association will meet this year at Atlanta, Ga. Indiana has more than its full share of Honors. State Supt. James H. Smart is President of the General Association; Dr. Lemuel Moss, of the State University, is President of the Department of Higher Instruction; and Dr. E. E. White, of Purdue, is President of the Industrial Department. O. V. Tousley, formerly an Indiana teacher, is President of the Elementary Department, and J. B. Roberts, of the Indianapolis high school, is Secretary.

— Daniel P. Baldwin, LL. D., the present Attorney General, has recently published a little pamphlet, 36 pages, on "How States Grow." It was originally given as an address to the students of Franklin College. It is not necessary to say to those who know Judge Baldwin's literary taste and ability, that the paper does him credit, and makes interesting and profitable reading, especially for the young.

CLARK COUNTY.—Supt. Goodwin has recently published in the county papers a report of the condition of the schools, comparing their past condition with the present. It is certainly a flattering showing, and if some of the members of the Legislature could have read it, they would have been convinced of the utility of county superintendency—if, indeed, they are capable of being enlightened on this subject.

D. F. Lemmon, Supt. of Harrison county, assisted by W. F. L. Sanders and C. H. Wood will open a 4-week summer normal at Corydon, beginning August 1st.

Timothy Wilson, Supt. of Henry county, made a speech before the Legislature on county superintendency, and this is the way it was done. He wrote a letter to a representative detailing the duties and work of the superintendent, and when the subject was being discussed in the House the representative sent up the letter and the clerk read it. In it Mr. Wilson said the people of Henry county were well satisfied with the law, and when Mr. Franklin (joint representative from Henry and Madison counties) opposed county superintendency, as he was doing, he *mis*-represented his constituency. The letter did good.

RIPLEY COUNTY.—Supt. Thomas Bagot is arranging for graduating pupils from the common schools and giving diplomas, on examination conducted by himself. He requires an average of 75 per cent., "but no diploma will be granted to any person of bad habits or questionable morals." Arrangements have also been completed for an educational display at the next county institute.

WASHINGTON.—The report of the Washington (Ind.) schools shows them in good order. The figures show more boys than girls in the lowest grade, and more girls than boys in each of the others. In the grade next the high school only 10 boys to 16 girls. It is ever so. D. Eckley Hunter is at the helm.

OWEN COUNTY.—Arrangements have been made in this county to exhibit school work at the next county institute. Rules and directions for the preparation of this work were sent to teachers some time ago, so that all might proceed understandingly. R. C. King is county superintendent.

MONTICELLO.—The schools of Monticello, that have been under the direction of J. G. Royer for several years past, are said to be in a very prosperous condition. Mr. Royer farms by proxy and superintends schools in person. Reports say that both enterprises are a success.

A summer normal will be taught in DePauw College, New Albany, beginning July 6th, and continuing 8 weeks. Board of instructors, F. A. Friedley, J. T. Smith, R. A. Ogg, H. B. Jacobs, Mrs. M. E. Wycoff, Music; Miss Susan Funk, Art school.

The addresses and proceedings of the Indiana College Association for 1880 have just been printed in a neat pamphlet. The addresses are well worth reading, especially the inaugural of the President, A. R. Benton, on "Liberal Education."

TIPPECANOE COUNTY.—The manual by Supt. Caulkins is very full and complete. The suggestions as to the purposes to be held in view in teaching the various subjects are timely and to the point. Good work is done in this county.

Albert F. Tuttle, A. G. Farr, and Jno. P. Patterson, of Washington, O., are arranging to conduct a school of science on the shore of Lake Erie the coming summer. Teachers interested in scientific studies will be glad to hear of this.

The proceedings of the Steuben county institute have been published. Each instructor was required to outline his work, and consequently the report is of more value to teachers than such documents usually are.

Central Normal News is the name of a new 8-page 3-column quarterly, started in connection with the Normal at Danville. It has the normal ring.

ORANGE COUNTY.—The schools of this county are on the "up-grade" under the direction of Supt. James L. Noblitt.

A district school in Adams county enrolls 108 pupils, with an average attendance of 94—at least *four* too many.

The Concord Summer School of Philosophy will open July 10th.

PERSONAL.

L. B. Oursler is the directing power at Somerville.

E. P. McCaslin is principal of the Scottsburg schools.

J. M. Johnson is still principal of the Marengo Academy.

Jos. S. Bradley will teach a private school this spring at Michigantown.

B. J. Bogue is principal of the Mishawaka high school. He is assisted by Maggie Mosbaugh.

T. J. McAvoy, the elocutionist, will teach a School of Elocution in Indianapolis the coming summer.

J. H. Neff leaves Michigantown, where he has taught for several years past, to take charge at Bunker Hill.

Jasper Goodykoontz continues to send out monthly circulars prepared with infinite pains and tastefully arranged in different colors.

Prof. L. S. Thompson, of Purdue University, has had a number of calls this season for his popular lecture on "Caricature and Comic Art."

W. H. Fertich, well known as an elocutionist and institute worker in this state, is succeeding well as superintendent of the Mishawaka schools.

Emma E. Jordan formerly, a teacher in the Indianapolis schools, is still at work at Selma, Ala., teaching the colored people. A large school at that place is in a prosperous condition.

W. E. Netherton, Supt. of Pulaski county, who held the largest normal institute in the state in 1880, is preparing to make an effort to do the same thing in 1881. May he succeed.

John Pennington is principal of the Spicewood graded school, and has built up a fine school, although he is dependent solely upon country patronage. Explanation: Quaker neighborhood.

E. O. Noble, for many years one of the leading teachers in the western part of the state, and who still lives in Montezuma, is doing an excellent business in selling globes, maps, and astronomical apparatus.

Walter S. Smith, formerly Supt. of Marion county, and well known to the teachers of central Indiana, is now Principal of the Normal Department of the Classical and Business College at North Middletown, Ky.

Prof. J. B. Weston, for many years connected with Antioch College, at Yellow Springs, O., is this year acting-president, and is principal of the Normal Department. He is one of Ohio's most earnest and active educators.

D. S. Kelley, who has been assistant superintendent of the Evansville schools, will act as superintendent for the remainder of this school year, at least. The board could do a great deal worse than to make him permanent superintendent.

S. S. Roth, who has been superintendent of Wells county for six years, has purchased an interest in the Bluffton Banner, and will become one of its *live* editors. Our correspondent says that W. H. Ernst will no doubt be Mr. Roth's successor.

O. S. Cook, well and favorably known to many Indiana teachers as the agent of Scribner's school books, is at present a member of the Illinois Legislature; and he has been honored with the chairmanship of the House Committee on Education.

H. W. Everest, Pres. of Eureka College, Ill., has been elected President of Butler University, Prof. A. R. Benton having declined to accept the position. Dr. Everest comes to the state highly recommended as a scholar, an educator, and as a christian gentleman. Indiana welcomes all such men.

Eli F. Brown has resigned his place in the Indianapolis high school to accept a professorship in the State Normal School at Terre Haute. Mr. Brown is a fine teacher, and no other man in the state is so popular as an institute worker. He will be a valuable acquisition to the State Normal's already strong faculty.

Miss Amelia McKenzie, whose home was in Shelbyville, but who has been since 1875 a teacher in the Indianapolis schools, after a brief illness died March —, 1881. She was an excellent teacher and an estimable woman. Although taken in the meridian of life, she has done work that will live after her—she still lives in her earthly deeds.

J. P. Wickersham, LL. D., who has been Superintendent of Public Instruction in Pennsylvania for the last twenty years, has resigned his office, and is to be succeeded by E. E. Higbee, D. D., Pres. of Mercersburg College, Penn. Mr. Wickersham has done a noble work for the cause of education in Pennsylvania, and he has been from the first a prominent and influential member of the National Educational Association.

JAMES H. SMART.—Since our last issue (March 15th), James H. Smart turned over the office of Superintendent of Public Instruction to his successor,

and has retired to private life. He had filled the office three consecutive terms, of two years each, one term longer than it had ever before been filled by any of his predecessors. He left the office with the good will of all, without regard to party or profession. The fact that at both his second and third election he ran about twenty-five hundred ahead of his party ticket, proves his popularity among teachers. Mr. Smart was active, energetic, untiring in the discharge of his official duties, and he had made a record that he has reason to be proud of. He certainly carries with him the good wishes of the thirteen thousand Indiana teachers, and of all other citizens who have been glad to see the state advancing its standard of intelligence and assuming a high place in the catalogue of states.

Mr. Smart has taken the agency of D. Appleton & Co.'s subscription books, including the American Encyclopædiæ, The Rise and Fall of the Southern Confederacy, by Jeff. Davis, etc., and will make his home in Indianapolis, his office being No. 16 Bates Block.

JOHN M. BLOSS, the new State Superintendent, needs no introduction to Indiana teachers. He is a native of the state and has done his work in it. He graduated at Hanover in 1860, and has taught at various points in the southern part of the state. From 1870 to 1875 he was principal of the Female High School of New Albany. In 1875 he was elected superintendent of the Evansville schools, and resigned that place to assume his present duties March 15th. For the past six years he has been a member of the State Board of Education, and in many ways has made himself favorably known to the teachers.

Mr. Bloss is a good student, a good scholar, and a good worker, and is commendably ambitious to do a good work. So much has he been interested in the welfare of the schools that he made several trips from Evansville to Indianapolis at his own expense, before he came into office, that he might use his influence with the Legislature to prevent hurtful school legislation. He is not a good extemporaneous speaker, but he is a fair talker, a good institute worker, and an excellent man. He will gain the confidence of, and have influence with, teachers, trustees, legislators, and the people. The Journal feels confident that the educational interests of the state will not suffer in his hands.

BOOK TABLE.

The Teacher, published by Eldridge & Brother, Philadelphia, is one of the best papers that comes to our table. It always contains choice matter.

Vick's Floral Guide.—This work is before us, and those who send 10 cents to JAMES VICK, Rochester, N. Y., for it will be *disappointed*. Instead of getting a cheap thing, as the price would seem to indicate, they will receive a very handsome work of 112 pages, and perhaps 500 illustrations—not cheap, but elegant illustrations, on the very best calandered paper, and as a set-off to the whole, a beautiful Colored Plate that is worth twice the price of the book.

School-Education, the paper edited by S. S. Parr, of the State Normal School, Terre Haute, is devoted more exclusively to the philosophy of education than is any other paper that comes to our table. It is filled with valuable, thought-suggesting reading matter.

The Manual of the Public Schools of Montgomery County, although anonymous, contains some interesting tables and facts in regard to the schools, and makes some good suggestions. It is rather *inferred* from some of the statements that it was prepared by the modest superintendent, J. G. Overton. It does him credit.

The Platonist (Vol. 1, No. 1) is the name of a new 16-page double-column paper published at St. Louis, and edited by Thos. M. Johnson, of Osceola, Mo. It is devoted, as might be inferred from its name, to expounding, defending, and promulgating the Platonic Philosophy. To any one interested in the study of philosophy, and many should be, the paper will be valuable. Among the topics treated in this number are the following: Philosophic Caste; Intelligibles are not External to the Mind; Life of Plato; Platonic Demonstration of the Immortality of the Soul; General Introduction to Plato's Writings and Philosophy; On Wisdom. Some of these are translations, others are reprints.

The Morning Light—By S. W. Straub. Chicago: Root & Sons' Music Company.

And here comes another candidate for public favor in the way of a song book for Sunday Schools.

Surely the American people must be a musical people, or so many books would not be offered to them. In the one before us we find a clear type and face, where three braces are used on a page, but where four are used the pages seem a little crowded. The arrangement of some of the more substantial German melodies is to be commended. The general character of the music seems to be taking, and the book will doubtless find its way into many Sunday Schools throughout the land.

Bradbury's Eaton's Practical Arithmetic—By William F. Bradbury, A. M. Thompson, Brown & Co., Boston. Western Agent, Thomas H. Bush, Chicago.

This book has three prominent features to recommend it to the public. The metric system is very fully treated—many illustrations of weights and measures being given—and a sufficient number of problems for practice. Puzzling problems have been omitted and problems of every-day life given instead. A plentiful supply of oral problems follows the principles and precedes the written work. An appendix contains 700 additional problems. The rules and definitions are reduced to the minimum, and put in the fewest words possible, consistent with clearness. For example, *one rule only* is given for multiplication of fractions.

Those who are dissatisfied with their book now in use will do well to give this one an examination before making a change.

The School Herald is the name of a new paper in Chicago, intended for school use. It is not primarily intended as a supplementary reader, but as a school newspaper. The first number gives a concise and clear statement of the following and other subjects: The New York Obelisk; Senatorial Elections; The New York Clearing House; The Ponca Case; Oklahoma; The Chili-Peruvian War; The Situation in Ireland; The Darien Canal. The suggestion is to have a regular exercise in the study of current events, and this paper to furnish the best possible source of information. The suggestion is an excellent one.

New Testament Map of Palestine—Published by Taylor & Co., of Indianapolis.

This is an excellent map of the Holy Land, 18 by 22 inches in size, with all the places mentioned in the New Testament plainly marked. It is valuable to have in any home, but is especially valuable to Sabbath School teachers. It can be conveniently carried in the pocket, and yet when unfolded can be easily seen by a large class, and will serve the purpose for an entire school. It will be sent, paper case, for 25 cents; leather case, for 50 cents, if ordered through the editor of this journal.

BUSINESS NOTICES.

Teachers, if you want good books, and cheap, send for special price list, to J. M. Wilson. See advertisement.

PICK OUT YOUR PRIZE!

FREE BOOKS FOR ALL SUBSCRIBERS.

LOOK AT THE LIST.

Having made arrangements to club the SCHOOL JOURNAL with the CINCINNATI WEEKLY COMMERCIAL, we announce that we will furnish the Journal and the Cincinnati Weekly Commercial, a large, 8-page, 56-column Family Newspaper, printed from large, clear new type, and furnishing more reading-matter for the money than any other newspaper in the country, the issue of each week containing over twenty-two square feet of printed matter, and is not surpassed for news, business reports, literary and select reading, one year, for \$2.25, and will give as a free prize to each yearly subscriber under this clubbing arrangement any one book he may select from the following famous works—postage paid and free of all cost—the books being unabridged, beautifully printed on good paper, in paper covers:

- A. "Manliness of Christ," also "Vicar of Wakefield." The "Manliness of Christ" is an admirable work from the pen of Mr. Thomas Hughes, who is of particular interest to the American people in connection with the Tennessee colony of Rugby. The "Vicar of Wakefield" is Goldsmith's immortal story.
- B. "Endymion." This is the latest production of the Earl of Beaconsfield—a work with which he consoled himself when thrown out of power by the Liberals, led by Mr. Gladstone. It is the most famous novel of the day.
- C. "Reminiscences of Thomas Carlyle." This is a volume fully prepared by Mr. Carlyle. There is scarcely a scratch of editing in it. Mr Carlyle never wrote anything more characteristic. It is imaginative, pathetic, personal, and powerful in a wonderful degree.
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READING—V.



JOSEPH CARHART.

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THOUGHT-ANALYSIS ILLUSTRATED.

OLOGICALLY the study of words should precede thought-analysis. But improved methods of primary instruction, and the development of the science of philology, have given to the teacher of reading under the various names of orthography, orthoepy, etymology, etc., a systematic method of word study which, if applied, would leave little to be desired in that direction. While the science of psychology indicates with equal clearness a scientific method for the study of the thought-relations of discourse as a *whole*, yet the principles of the science have not generally been consciously applied to this important branch of reading, and it is not so systematically done as the language work. Therefore a discussion of the study of words is deferred for the present, and the reader's attention respectfully directed to illustrations of a method of thought-analysis discussed in a former paper, and which is based upon the intuitions of the understanding.

The lesson selected for analysis is Chapter I. of McGuffey's Fifth Reader.

THE GOOD READER.

1. It is related of Frederick the Great, King of Prussia, that as he was seated, one day, in his private department, a written petition was brought to him, with the request that it should be immediately read. The King had just returned from hunting, and the glare of the sun, or some other cause, had so affected his eye-sight, that he found it difficult to make out a single word of the manuscript.

2. His private secretary happened to be absent; and the soldier who brought the petition could not read. There was a page, or favorite boy-servant, in attendance in the corridor; and upon him the King called. The page was a son of one of the noblemen of the court, but proved to be a very poor reader.

3. In the first place, he did not articulate distinctly. He huddled his words together in the utterance, as if they were syllables of one long word, which he must get through with as speedily as possible. His pronunciation was bad, and he did not modulate his voice so as to bring out the meaning of what he read. Every sentence was uttered with a dismal monotony of voice, as if it did not differ in any respect from that which preceded it.

4. "Stop!" said the King, impatiently. "Is it an auctioneer's catalogue of goods to be sold, that you are hurrying over? Send your companion to me." Another page who stood at the door, now entered, and to him the King gave the petition. This second page began by hemming and clearing his throat in such an affected manner, that the King jocosely asked him if he had not slept in the public garden, with the gate open, the night before.

5. The second page had a good share of self-conceit, however, and so was not greatly disconcerted by the King's jest. He determined that he would avoid the rock on which his companion had been wrecked. So he commenced reading the petition with great formality and deliberation, emphasizing every word, and prolonging the articulation of every syllable. But his manner was so tedious, that the King cried out: "Stop! are you reciting a lesson in the elementary sounds? Out of the

room! But no: stay! Send me that little girl who is sitting there by the fountain."

6. The girl thus pointed out by the King was a daughter of one of the laborers employed by the royal gardener; and she had come to help her father weed the flower-beds. It chanced that, like many of the poor people in Prussia, even in that day, she had received a good education. She was somewhat alarmed when she found herself in the King's presence, but was re-assured when the King told her that he only wanted her to read for him, as his eyes were weak.

7. Now, Ernestine (for this was the name of the little girl) was so fond of reading aloud, that frequently many of the poor people in the neighborhood would assemble at her father's house to hear her; and those who could not read themselves, would bring to her letters to decipher from distant friends or children. She thus acquired the habit of reading various sorts of handwriting promptly and well.

8. The King gave her the petition, and she rapidly glanced through the opening lines to get some idea of what it was about. As she read her eyes began to glisten, and her breast to heave. "What is the matter?" asked the King; "don't you know how to read?" "O! yes, sire," she replied, addressing him with the title usually applied to him: "I will now read it, if you please."

9. The two pages were about to leave the room. "Remain," said the King. The little girl began to read the petition. It was from a poor widow, whose only son had been drafted to serve in the army, although his health was delicate, and his pursuits had been of a character to unfit him for military life. His father had been killed in battle, and the son was ambitious of being a portrait-painter.

10. The writer told her story in a simple, concise manner, that carried to the heart a conviction of its truth; and Ernestine read it with so much feeling, and with an articulation so just, in tones so pure and distinct, that when she had finished, the King, into whose eyes the tears had started, exclaimed: "O! now I understand what it is all about; but I might never have known (certainly, I never should have felt,) its meaning, had I trusted

to these young gentlemen, whom I now dismiss from my service for one year, recommending them to occupy the time in learning to read."

11. "As for you, my young lady," continued the King, "I know you will ask no better reward for your trouble, than to be the instrument of carrying to this poor widow my order for her son's immediate discharge. Let me see if you can write as well as you can read. Take this pen and write as I dictate." He then dictated an order, which Ernestine wrote, and he signed. Calling one of his guards, he bade him accompany the girl, and see that the order was executed.

12. How much happiness was Ernestine the means of bestowing through her good elocution, united to the happy circumstance that brought it to the knowledge of the King! First, there were her poor neighbors, to whom she could give instruction and entertainment. Then, there was the poor widow who sent the petition, and who not only regained her son, but received through Ernestine an order for him to paint the King's likeness; so that the poor boy soon rose to great distinction, and had more orders than he could attend to. Words could not express his gratitude and that of his mother to the little girl.

13. And Ernestine had, moreover, the satisfaction of aiding her father to rise in the world, so that he became the King's chief gardener. The King did not forget her, but had her well educated at his own expense. As for the two pages, she was indirectly the means of benefiting them also; for, ashamed of their bad reading, they commenced studying in earnest, till they overcame the faults that had offended the King. Both finally rose to distinction, one as a lawyer, the other as a statesman; and they owed their advancement in life chiefly to their good elocution.

NOTE.—The statement that "they owed their advancement in life chiefly to their good elocution," is probably an exaggeration. A good elocution would undoubtedly assist them, but unless the conditions to success in their professions were very peculiar in Prussia, under Frederick the Great, a knowledge of law and statesmanship was more essential to their advancement than skill in elocution.

ANALYSIS.

1. Of what does the writer give an account?

Ans. Of an exercise in reading.

2. Where did it occur?

Ans. In the private apartment of Frederick the Great, King of Prussia.

3. When did it occur?

Ans. One day, during the reign of Frederick the Great.

4. (a) Separate the exercise into parts, and (b) give the attributes which characterized each part.

Ans. (a) The exercise consisted of three parts,—that of the first page, that of the second page, and that of the little girl. (b) The reading of the first page was indistinct, rapid and monotonous. The reading of the second page was affected, formal, deliberate, emphatic, and tedious. The reading of the little girl was characterized by much feeling, just articulation, pure and distinct tones.

5. What caused the reading?

Ans. A poor widow's son, whose health was delicate, and whose pursuits had unfitted him for military life, wished to be released from the army, that he might become a portrait-painter. A petition for his discharge was presented to the King. The condition of the King's eyes, the absence of his secretary, and the presence of the first page, led to the first part. The failure of the first page led to the reading of the second; that of the second led to the reading of Ernestine. The cause of the failure of the two pages was their failure to comprehend the meaning, and to enter into the spirit of the petition. The cause of the success of Ernestine was her comprehending and entering into the spirit of what she read and her previous practice in reading.

6. What was the purpose of the reading?

Ans. The purpose of the King was to learn the content of the petition; that of the first page was to pronounce the words in as short a time as possible; that of the second was to pronounce the words better than his fellow had pronounced them; that of Ernestine was to secure the granting of the petition.

7. What was the effect of the reading?

Ans. The reading of the pages offended the King and caused their dismissal from his service. The reading of Ernestine caused the King to understand, to feel, and to more than grant the petition; she was educated by the King; her father was promoted and the pages were led to study elocution, which aided them in securing distinction.

8. What was the reading like?

Ans. The first part was like the reading of an auctioneer's list; the second, like a recitation in the elementary sounds.

The King does not formally compare the reading of Ernestine, but the author of the composition presents it as an ideal exercise, and it is like what the reading of all pupils should become.

9. What was the reading unlike?

Ans. The reading of the boys was in marked contrast to that of the little girl, and the difference was due largely to the fact that the girl understood and felt what she read, while the boys did not.

It is evidently the author's purpose to lead to an appreciation of good reading by contrasting it with bad. To make the contrast more marked, and to assist the author in the realization of his purpose, different members of the class should be required to imitate the King's readers.

10. Of what whole is the reading a part?

Ans. The reading of the pages belongs to that class of reading which consists in saying words. The reading of Ernestine belongs to that class of reading which consists in expressing thought and feeling.

The incident is a part of the life of Frederick the Great. Other interesting incidents should be related by the teacher for the purpose of inspiring the pupils with a desire to read the biography of that remarkable man. His biography written by Macaulay is among the best, and is published by the American Book Exchange for three cents.

The best results can be secured by requiring the pupil to write the analysis.

If you would create something you must be something.

THE TURTLES OF INDIANA.

O. P. HAY, PROFESSOR NAT. HISTORY, BUTLER UNIVERSITY.

THE writer of this paper proposes at some future time to publish a complete list of the Reptiles and Amphibians of the State of Indiana. At present, however, the materials on which to base such a catalogue exist, so far as I know, in none of our museums; nor have I been able to find mentioned, on good authority, as having been really found within the state, several species of these animals that there is every reason to believe do inhabit our territory. This state of things is not at all complimentary to our zeal in the cultivation of science. It is with the hope of being able to draw the attention of many others to the study and collection of these interesting animals; and of receiving, perhaps, the aid of such collectors in my work, that I undertake to name and briefly describe such reptiles and amphibians as are either known to occur within our limits, or, in all probability, exist here and ought, therefore, to be diligently sought after.

There are few, especially of those who live in the country, who are so situated that they can not contribute something to our knowledge of the natural history of our state. Many a farmer's boy finds and ruthlessly destroys, every year, specimens that, if preserved, would gladden the heart of some naturalist and be the means of making a real addition to science. I venture to say that no one can attentively observe and carefully collect even the reptiles of his neighborhood without discovering new and interesting and valuable facts. The teachers and students in our schools who should engage in such studies would find themselves not only amply rewarded for their trouble by their increased store of knowledge, but also in possession of a handsome profit in the way of lively enjoyment and better health. Besides, a collection that would cost but little for alcohol and fruit-jars would, in the course of a few years, become quite valuable.

There are, living in Indiana, probably not far from seventy species of reptiles and amphibians, many of which are inferred

to live here simply from our knowledge of their general distribution. A careful survey will doubtless reveal others whose presence has not been suspected. The extreme southern part of the state, especially, offers a fine field for search after varieties. Southern Illinois has, within the last few years, furnished many species which had previously been supposed to occur only much further south. It is not at all unlikely that Indiana will share with Illinois in this northward extension of southern life.

For the present, I confine myself to a mention of our Turtles, of which probably twelve or thirteen species dwell within our borders. To those who wish to have more accurate descriptions I recommend Professor Jordan's "Manual of the Vertebrates."

The list is headed by the common Box Turtle, *cistudo clausa*, which takes its common name from its ability to withdraw its head, legs, and tail between the upper and lower parts of its shell, (carapace and plastron) and to bring these so closely together that no enemy can possibly gain access. The plastron consists of two pieces that turn on a transverse hinge. Its color is black, with many yellow markings. Sometimes the yellow predominates. It avoids the water, roaming through dry woods and living principally on insects, mice, and other small animals. In the Southern States there occurs a variety of this species which has on the hind feet only three toes, and is called on that account *triunguis*. It has been found in Pennsylvania, and may occur in Southern Indiana.

In the region extending from Wisconsin to the Alleghanies occurs another turtle which closely resembles the one just described. This is Blanding's Tortoise, or *emys meleagris*. It is jet black, ornamented with yellow spots on the carapace and head. It too is a "box-turtle." It differs from the *cistudo* in having the upper jaw rising gradually upward into a notch in front, instead of being bluntly hooked as in *cistudo*. Also the sides of the head slope downward and outward, instead of being vertical as in the common box turtle. This turtle has been found at Ann Arbor, Mich., and in all probability occurs in Northern Indiana. It will be a nice thing to look for.

Chelopus guttatus, or, as Agassiz called it, *Nanemys guttatus* is

another little turtle that until recently has been attributed wholly to the region east of us. Not long since, however, Prof. Levette found it in Northern Indiana. It grows to be about four inches long, and is black, with many little dots of orange or yellow. This turtle can not close its shell. The upper jaw is slightly notched in front and straight along the sides. It lives about the water and has its toes somewhat webbed.

One of our most beautiful turtles is *chrysemys picta*, the Painted Turtle, which may grow to be as much as eight inches in length. It is much flatter and broader than those that have been mentioned, and has the feet more completely webbed. It has a small notch in the upper jaw, on each side of which is a small notch. It is gaily ornamented on the head, neck, tail, and legs, with yellow and red stripes. There is more or less intense red on the edges of the shell, while the plates of the carapace are bordered with yellow. It lives in the water and is very common.

Of the genus *Malacoclemmys* we have two species. They are distinguished from other turtles by having no notch in the upper jaw, while the lower jaw is said to be spoon-shaped. There is also a ridge, or keel, running along the middle of the shell above. The shell is low and the feet are webbed. *M. geographicus*, the Map Turtle, is of a dark color and is ornamented with many yellowish markings on the carapace, and especially on the legs and neck. *M. pseudo-geographicus*, differs principally in having a row of tubercles along the middle line of the carapace, one on the hinder edge of each plate. Both species have deep notches in the margins of the shell. They are found in Indiana.

The genus *Pseudemys* is distinguished by having, inside the mouth, on the upper jaw, a ridge that runs parallel with the cutting edge of the jaw. There is a notch in the upper jaw and the lower jaw is hooked. The whole body is very flat, and there are notches in the hinder edge of the carapace. In *P. hieroglyphica*, the Hieroglyphic Turtle, the head is spoken of as being unusually small. There are yellow stripes on the legs and neck, and broad lines of yellowish on the carapace. Prof. Cope states that it occurs in the Middle, Western, and Gulf States; but I have not

heard of its having been found in Indiana. *P. troostii* is an inhabitant of the states along the Mississippi river, and may advance as far eastward as Indiana. Collectors along the Ohio and lower Wabash rivers ought to look for it. It is described as having a greenish-black color, lateral plates with horn-colored lines and spots, and throat with greenish stripes. The notches in the margin of the shell are not deep. There is no keel. Another species, *P. elegans*, is found from Western Illinois to the Rocky Mountains. The shell above is beautifully marked, at least in the young, with yellowish wavy lines. There is a blood-red band along each side of the neck.

The two following genera differ from all that have so far been mentioned, in having the highest part of the shell behind the middle of the body, instead of at the middle. In *Cinosternum* the carapace is without a keel, and is rounded and vaulted behind. Both jaws are hooked. The shell can be tightly closed. *C. pennsylvanicum*, the Small Mud Turtle, no doubt occurs in Indiana, as it has been found on every side of the state. In *Aromochelys* the shell is high and keeled and the plastron narrow, so as to leave wide spaces unclosed. The head is peaked, the snout projecting over the mouth. *A. odoratus*, the Musk Turtle, is probably rare; but Prof. Levette has found it in Northern Indiana. *Chelydra serpentina* is our common Snapping Turtle. He needs no introduction to my audience.

Of the Soft-shelled Turtles we have two genera, each with one species. Both, two, are recorded from Indiana. In *Aspionectes spinifer* the nostrils are at the end of the snout, and there is a ridge projecting from the septum outward into each nostril. There is a number of sharp tubercles on the front of carapace. In *Amyda mutica* there is no ridge projecting into the nostrils, and no tubercles on the carapace.

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THE PUNISHMENT OF PUPILS IN SCHOOL.

THE SCIENCE OF EDUCATION.

AS TO PUNISHMENT, as with all other work in education, it can never be abstractly determined beforehand, but it must be regulated with a view to the individual pupil and his peculiar circumstances. What it shall be, and how and when administered, are problems which call for great ingenuity and tact on the part of the educator. It must never be forgotten that punishments vary in intensity at the will of the educator. He fixes the standard by which they are measured in the child's mind. Whipping is actual physical pain, and an evil in itself to the child. But there are many other punishments which involve no physical pain, and the intensity of which, as felt by the child, varies according to an artificial standard in different schools.

"To sit under the clock" was a great punishment in one of our public schools—not that the seat was not perfectly comfortable, but that one was never sent there to sit unless for some grave misdemeanor. The teacher has the matter in his own hands, and it is well to remember this and to grade his punishments with much caution, so as to make all pass for their full value. In some schools even suspension is so common that it does not seem to the pupil a very bad thing. "Familiarity breeds contempt," and frequency implies familiarity. A punishment seldom resorted to will always seem to the pupil to be severe. As we weaken, and in fact bankrupt, language by an inordinate use of superlatives, so, also, do we weaken any punishment by its frequent repetition. Economy of resources should be always practiced.

In general, we might say that, for very young children, corporal punishment is most appropriate; for boys and girls, isolation; and for older youth, something which appeals to the sense of honor.

(1) Corporal punishment implies physical pain. Generally it consists of a whipping, and this is perfectly justifiable in case of

persistent defiance of authority, of obstinate carelessness, or of malicious evil doing, so long or so often as the higher perceptions of the offender are closed against appeal. But it must not be administered too often, or with undue severity. To resort to deprivation of food is cruel. But, while we condemn the false view of seeing in the rod the only panacea for all embarrassing questions of discipline on the teacher's part, we can have no sympathy for the sentimentality which assumes that the dignity of humanity is affected by a blow given to a child. It is wrong thus to confound self-conscious humanity with child-humanity, for to the average child himself a blow is the most natural form of retribution, and that in which all other efforts at influence at last end. The fully grown man ought, certainly, not to be flogged, for this kind of punishment places him on a level with the child; or, where it is barbarously inflicted, reduces him to the level of the brute, and thus absolutely does degrade him. In English schools the rod is said to be often used; if a pupil of the first class, who is never flogged, is put back into the second, he becomes again subject to flogging. But even if this be necessary in the schools, it certainly has no proper place in the army and navy.

(2) To punish a pupil by isolation is to remove him temporarily from the society of his fellows. The boy or girl thus cut off from companionship, and forced to think only of himself, begins to understand how helpless he is in such a position. Time passes wearily, and he is soon eager to return to the companionship of parents, brothers and sisters, teachers and fellow-students.

But to leave a child entirely by himself, without any supervision, and perhaps in a dark room, is wrong as to leave two or three together without supervision. It often happens when they are kept after school by themselves that they give the freest rein to their childish wantonness, and commit the wildest pranks.

(3) Shutting children up in this way does not touch their sense of honor, and the punishment is soon forgotten, because it relates only to certain particular phases of their behavior. But it is quite different when the pupil is isolated from his fellows on the ground that by his conduct he has violated the very princi-

ples which make civilized society possible, and is, therefore, no longer a proper member of it. This is a punishment which touches his sense of honor, for honor is the recognition of the individual by others as their equal, and by his error, or by his crime, he had forfeited his right to be their equal, their peer, and has thus severed himself from them.

The separation from them is thus only the external form of the real separation which he himself has brought to pass within his soul, and which his wrong-doing has only made clearly visible. This kind of punishment, thus touching the whole character of the youth and not easily forgotten, should be administered with the greatest caution lest a permanent loss of self-respect follow. When we think our wrong-doing to be eternal in its effects, we lose all power of effort for our own improvement.—*Rosencrans's Pedagogical System.*

THE INTELLECTUAL TRANSITION FROM INFANCY TO CHILDHOOD.

MISS S. ELLA HUNT, FRANKFORT, IND.

AT the legal age for entering school, the average child tastes, smells, listens to, sees, and touches, all objects with which he comes in contact. His mind is to be furnished, through the senses, with materials for future, more complex work. His work, at this time, is objective. Activity of the *Presentative* faculty predominates.

The child *perceives* that an apple is sweet, fragrant, red, spherical, smooth, hard, heavy; that he *has* an apple to-day, that to-morrow it is gone; that the apple is extended, because he can make no other object fill the same place at the same time; that the stem and seeds are parts of the apple; and that *it* was a part of the tree on which it grew; that the apple is good for food, that sunshine and water helped it to become what it is; that the apple is *like* the pear, in that it grew on a tree, and is *unlike* it in form and taste. In these observations he has *thought* the

apple under the relations of Substance and Attribute, Time, Space, Whole and Part, Design or Purpose, Cause and Effect, Comparison and Contrast.

The *Representative* faculty is not—can not, be so active as the Presentative; yet what is learned by observation, must be held or there is no permanent gain. The objects and attributes which he perceives under their various relations are retained and represented by the memory. He can tell to-day of the sled he saw yesterday—a week since, six months ago; he remembers that it was new and red; that it belonged to *such* a boy; that it was nicer than his own. He is not only able to recall perceived objects under their cognized relations, but he makes new combinations. The children of First Primary talk of “Jack Frost biting their toes.” Little girls wash the faces of their dolls, put them to sleep, and scold them with as much earnestness as if working with real babies. One little six-year-old talked of “hanging up her dirty face and of putting on a clean one.” Another said there were “two girls of her—a good girl and a bad girl; when the good girl came the bad girl was shut up in a closet, and when the bad girl came the good girl went away.”

The *thought power* reaches its full development later than either the presentative or the representative faculty; it begins with these. Simple judgments are used when the child observes that the snow is cold; that water flows; that the wheel is part of the carriage. He knows horses, books, boys, churches, whips, etc. In knowing each of these classes, he observes individuals; compares similar attributes; abstracts these to form a general concept; and classifies in applying this concept to new individuals.

He can not so readily discover the attributes of mind as of matter; yet the four-year-old child which said that “patience is to sit and thought and thought, and not say anything,” had some idea of patience. But abstract thoughts and the power to analyze one’s own mind do not come in childhood.

The child is helpless; is not able to care for himself, physically, intellectually, or morally. If not cared for *physically*, he would die; if not taught *intellectually*, his mental growth would be, at best, slow and imperfect; if not led *morally*, his percep-

tions of right and wrong would, certainly, be not clearly defined. He is dependent upon wiser minds for all knowledge not gained by his own experience. He should, therefore, honor his father and mother; should be respectful. This is his *first study*.

A stroke upon the body causes pain. The average child is able to think himself in another's place. If he is physically honest he will not allow a stroke to fall upon himself, and will not cause a pain to be inflicted on another.

The possession of a pencil, a ball, a book, is an advantage to him. He knows that the same is advantage to another. If he is honest he is not willing to be deprived of these advantages and will be unwilling to deprive another of them. Harshness, ridicule, etc., cause him pain. If he does what is right he is as careful to prevent the injury from falling upon another as upon himself.

With proper training the child of six years is usually respectful. There are times when he thinks *he knows*, and uses his own judgment in place of the advice of superiors. The wiser his parents and teachers are, the more rarely will this occur. The child of six years is able to perceive for himself that he ought not to strike another; that he ought not take what belongs to another; that, without cause, he ought not to speak illy of another.

But the child is impulsive. Restrictions which when calm he is willing to place upon himself, in excitement he sees no reason for. In anger he forgets to imagine himself as the recipient of blows. In appropriating another's possessions to his own use, he thinks only of self.

He continues greatly dependent upon his superiors for guidance; but as soon as, in any one particular, he clearly sees for himself the *right* and *wrong*, makes himself responsible for his actions, his ideals become higher, and his moral character stronger.

The elements found as factors in his development, are his own evolving mind, and his surroundings. The public school is one of these outside influences. It makes the transition from infancy to childhood more prominent, in that it requires exact observation, tends, in its drills, to perfect the memory, and provokes thought.

The proportional action of representation and thought is greater now than in infancy. The power to attend is augmented.

To some children this transition naturally comes later than to most. To those slow in development, or whose training has been such as not to foster self-dependence, the beginning of school life comes hardest. With such, the teacher must work carefully to overcome timidity, to gain attention, to strengthen the will, and to make self-dependent.

ETIQUETTE ON CONVERSATION.

Do not manifest impatience.

Do not engage in argument.

Do not interrupt another when speaking.

Do not find fault, though you may gently criticise.

Do not appear to notice inaccuracies of speech in others.

Do not allow yourselves to lose temper or speak excitedly.

Do not allude to unfortunate peculiarities of any one present.

Do not always commence a conversation by allusion to the weather.

Do not, when narrating an incident, continually say, "you see," "you know," etc.

Do not intrude professional or other topics that the company generally can not take an interest in.

Do not talk very loud. A firm, clear, distinct, yet mild, gentle, musical voice has great power.

Do not be absent minded, requiring the speaker to repeat what has been said that you may understand.

Do not speak disrespectfully of personal appearance when any one present may have the same defects.

Do not try to force yourself into the confidence of others. If they give their confidence never betray it.

Do not use profanity, vulgar terms, slang phrases, words of double meaning, or language that will bring the blush to any one.

Do not intersperse your language with foreign words and high sounding terms. It shows affectation, and will draw ridicule upon you.

Do not carry on a conversation with another in company about matters which the general company knows nothing of. It is almost as impolite as to whisper.

Do not allow yourself to speak ill of the absent one if it can be avoided; the day may come when some friend may be needed to defend you in your absence.

Do not speak with contempt and ridicule of a locality where you may be visiting; find something to truthfully praise and commend; thus making yourself agreeable.

Do not make a pretense of gentility, nor parade the fact that you are a descendant of any noble family. You must pass for just what you are, and stand on your own merit.

Do not contradict. In making a correction say, "I beg your pardon, but I had an impression that it was so and so." Be careful in contradicting, as you may wrong yourself.

Do not be unduly familiar; you will merit contempt if you are. Neither should you be dogmatic in your assertions, arrogating to yourself much consequence in your own opinions.

Do not be too lavish in your praise of various members of your own family when speaking to strangers; the person to whom you are speaking may know some faults that you do not.

Do not feel it incumbent upon yourself to carry your point in conversation. Should the person with whom you are conversing feel the same, your talk will lead into violent argument.

Do not allow yourself to use personal abuse when speaking to another, as in so doing you may make that person a life-long enemy. A few kind, courteous words might have made him a life-long friend.

Do not discuss politics or religion in general company. You probably would not convert your opponent and he will not convert you. To discuss these topics is to arouse feeling without any good result.

Do not make a parade of being acquainted with distinguished or wealthy people, of having been to college, or of having vis-

ited foreign lands. All this is not evidence of any real genuine worth on your part.

Do not use the surname alone when speaking of your husband or wife to others. To say to another that "I told Jones," referring to your husband, sounds badly. Whereas, to say, "I told Mr. Jones," shows respect and good breeding.

Do not yield to bashfulness. Do not isolate yourself by sitting in a corner, waiting for some one to come and talk with you. Step out; have something to say. Though you may not say it well, keep on. You will gain courage and improve. It is as much your duty to entertain others as theirs to amuse you.

Do not attempt to pry into the private affairs of others by asking what their profits are, what things cost, whether Lillie ever had a beau, and why Lottie never got married? All such questions are extremely impertinent, and are likely to meet with rebuke.

Do not whisper in company; do not engage in private conversation; do not speak a foreign language which the general company present may not understand, unless it is understood that the foreigner is unable to speak your own language.

Do not take it upon yourself to admonish comparative strangers on religious topics; the persons to whom you speak may have decided convictions of their own in opposition to yours, and your over-zeal may seem to them an impertinence.

Do not aspire to be a great story-teller; an inveterate teller of long stories becomes very tiresome. To tell one or two witty, short, new stories, appropriate to the occasion, is about all that one person should inflict on the company.

Do not indulge in satire; no doubt you are witty, and you could say a most cutting thing that would bring the laugh of the company down on your opponent, but you must not allow it, unless to rebuke some impertinent fellow who can be suppressed in no other way.

Do not spend your time in talking scandal; you sink your own moral nature by so doing, and you are, perhaps, doing great injustice to those about whom you talk. You probably do not understand all the circumstances. Were they understood, you would doubtless be much more lenient.

Do not flatter ; in doing so you embarrass those upon whom you bestow praise, as they may not wish to offend you by repelling it, and yet they realize that if they accept it they merit your contempt. You may, however, commend their work when it can be truthfully done ; but do not bestow praise when it is not deserved. — *Ex.*

GEOGRAPHY—III.


ELI F. BROWN.

IN the first article a simple plan was presented by which to introduce beginning classes to primary geography, so that the pupil's field of knowledge may be extended, and the basis be laid for comprehending general geography. In the second article it was the aim to show how the class, by the preparation indicated in the first, may be caused to view the earth as a body, having certain relations of shape, motion, position, etc., which relations determine many of the great geographical conditions that are to be learned.

There comes a time at which it is desirable for the pupil to take a text-book in the subject. His investigation now proceeds chiefly by means of the printed statement and map. A pupil who can read fairly in the Fourth Reader, and whose attention has been directed to the meaning of words, may be capable of using the Elementary Geography. The pupil would probably be using the Elementary Arithmetic at the same stage of progress.

In the use of his book he meets many statements of facts more or less closely related, and clearly stated. These statements become the objects of his attention, and the chief error is likely to be his attempt to learn a great number of unimportant and unrelated facts. The learning of a great number of names of rivers, towns, bays, capes, etc., can scarcely be profitable, and the attempt to do so may very materially confuse the pupil and destroy his interest in the subject.

The text may fail in significance, as the pupil tries to learn from it what is beyond his experience. Physical features, such as mountains, plains, large rivers, great expanses of water, etc., need to be carefully wrought out by the teacher. To a child who has never seen a mountain, the word mountain is a meaningless term. A picture of such an object is a much more useful character than the word. The modern text-books are beautifully illustrated. The teacher may find their chief excellency in their suggestive pictures. Through the study of pictures it is not difficult to reach a clear conception of mountain and valley, of island and waterfall, of ships and commerce, of various modes of life, and of many other interesting and important matters, which through the printed statement alone are likely to remain barren wastes to the pupil.. To the pleasant interest that comes from the illustrations let the teacher add verbal descriptions, and state important relations. After such expositions the printed statements have in them a life which the pupil will readily grasp and retain.

Leading importance needs to be attached to home geography and interests and many details may be taught in connection therewith which ought to be omitted in the discussion of foreign countries. Treat distant countries in outline. This will give the more time for the full exposition of those districts of the earth's surface in which the individual's future life is likely to be cast.

Some simple plan of map drawing will prove profitable. Try to have the learner so grasp the relative position of places, and parts that he may fairly represent them on board and paper. Maps which are reasonably careful sketches, made by the children, are to be preferred to those which are elaborate and painfully accurate. The map drawn is not the ultimate. The general relations in space existing in the section studied are the essentials.

Resort to frequent outline reviews. Constantly associate the text and map. Refer frequently to the globe and the actual earth. Emphasize the important parts, and unhesitatingly omit the parts of the text that are put in the books for sake of completeness, but the learning of which can not result in profit to the pupil. View the work by subject rather than by page.

COMMENTARY ON THE SCHOOL LAW OF INDIANA.



XXIV.

MISCELLANEOUS TOPICS.

Township Institutes.

THE LAW.

SEC. f. At least one Saturday in each month during which the public schools may be in progress, shall be devoted to township institutes or model schools for the improvement of the teachers, and two Saturdays may be appropriated at the discretion of the township trustee of any township; such institute shall be presided over by a teacher or other person designated by the trustee of the township. The township trustee shall specify in a written contract with the teacher, that such teacher shall attend the full session of each institute contemplated herein, or forfeit one day's wages for every day's absence therefrom, unless such absence shall be occasioned by sickness.

COMMENTS.

1. In order to enable the county superintendent to attend the township institutes, the trustee should consult the superintendent in relation to the time of holding them. Whenever the county superintendent is present at a township institute, he should be permitted to take charge of it.

2. The township trustee should attend the township institutes and see that the work is properly done. He may, if he pleases, take charge of the institute himself.

3. The township institute is held for the benefit of the teachers of the township, and not for the benefit of teachers in cities and towns. Teachers in cities and towns can not be required to attend township institutes, and can not be deprived of their pay if they do not attend.

4. It is held that each teacher who attends a township institute is required to take such a part and perform such reasonable duties as may be assigned to him by the trustee or by the person in charge of the institute. The object of a township institute is the improvement of the teachers of the township. It seems to me that all the powers necessary to carry out this object are by common law conferred upon the persons managing the institute. The object of the institute will utterly fail, unless the teachers attending take part in the exercises. I think, therefore, the contract which the trustee makes with the teachers, in relation to township institutes, necessarily requires the teachers to perform such reasonable exercises and duties as may be assigned to them. Indeed, the statute provides that the trustee may designate one of the teachers to preside over the township institute. I am of the opinion that the mere presence of a teacher at a township institute does not necessarily fill the requirements of the law.

5. Teachers can not be compelled to attend township institutes held out of their own township.

Schools to be Closed during the session of the County Institute.

THE LAW.

SEC. 160. When any such [county] institute is in session, the common schools of the county in which said institute shall be held shall be closed during the session of said institute.

COMMENTS.

1. The county superintendent should notify the school trustees of the several corporations of the time when the county institute will be held, in order to give them the opportunity to close their schools, as required by this section.

2. Although not so expressly stated in the law, every teacher in the common schools of the county is morally bound to attend the county institute, and the trustee can enforce this attendance by inserting a clause in the contract with the teacher to that effect.

Equalization of Time in Public Schools.

THE LAW.

SEC. 11. All schools in a township shall be taught an equal length of time, as nearly as the same can be done, without regard to the diversity in the number of pupils at the several schools, or the cost of the school, and each of said schools shall be numbered by the proper trustee as School No. —.

COMMENTS.

1. The trustee should not make a division of the revenues to the districts of his township, to be expended by them. The schools should be equal, not in the amount of money expended upon them, but in the number of days taught.

2. This section does not give any trustee authority to discriminate unjustly against one district in favor of another, by knowingly giving one district a good teacher at high wages and another district a poor teacher at low wages. It is the duty of the trustee to employ the best teachers his money will secure. While it is his duty in employing his teachers to take into consideration the size and grade of each school in his selection and distribution of teachers, he should endeavor to give each school the teacher which, under the circumstances, will do the best work for that particular school.

3. In case a district can not have its proper number of days of school in any one year by reason of the burning of a house or from any other accidental cause, the children of such school may be permitted to attend other schools in the same township. If they generally avail themselves of this privilege the money apportioned to such district for such time as they are without a school house should be added to the general tuition fund and re-distributed to the various districts of the corporation the next year. But if the children of such a district are not distributed and accommodated at other schools, it

is held that the trustee will not violate the spirit and intent of the law if he holds the money belonging to the district and gives it a longer school the next year.

Apportionment of Director.

THE LAW.

SEC. 25. The voters as defined in sections 14, 15, and 16 [and 26] of this act, shall meet annually on the first Saturday in October, and elect one of their number director of such school, who shall, before entering upon duty, take an oath faithfully to discharge the same. The director so elected shall, within ten days after said election, notify the trustee of his election; and, in case of failure to elect, the trustee shall forthwith appoint a director of said school; but any director so appointed may be removed upon a petition of three-fourths of the persons attached to said school, who are entitled to vote at school meetings.

COMMENTS.

1. A trustee should not recognize any person as director until the requisite oath has been filed with him.

2. The director acts under the authority of the trustee. The trustee may permit him to make such temporary repairs as may be deemed desirable.

3. Section 26 of the school law provides that school meetings may fill vacancies in the office of director. In case they fail to do so the trustee may, after a reasonable time, appoint one.

Trustees must Protect Teachers.

THE LAW.

SEC. 162. If any parent, guardian or other person, from any cause, fancied or real, visit a school with the avowed intention of upbraiding or insulting the teacher in the presence of the school, and shall so upbraid or insult a teacher, such person, for such conduct, shall be liable to a fine of not more than twenty-five dollars, which, when collected, shall go into the general tuition revenue.

COMMENTS.

1. It is the duty of every school trustee to give to his teachers a hearty and unwavering support in their legitimate work. When a person visits a school and interferes with the work he commits an offense against the school and the school corporation as well as against the teacher. It is held, therefore, that it is the right and the duty of the trustee to see that all offenders under section 162 are punished to the full extent of the law. The suit can be brought before any justice of the peace in the name of the State of Indiana.

School Officers may Administer Oaths.

THE LAW.

SEC. 166. School officers are hereby authorized and empowered to administer all oaths relative to school business appertaining to their respective offices.

COMMENTS.

1. The trustee may administer oaths to teachers who make reports to him. He may also qualify directors and administer oaths to witnesses in case of trial before him relative to school matters.

2. County superintendents may administer oaths to trustees who make reports to them, and to witnesses in case of trial before them on appeal.

3. This section does not authorize school officers to administer any oaths except in those cases in which they have legal jurisdiction. Hence if a person desired to make affidavit in reference to a school matter not specifically provided for by law, he should go before a notary public. The cases in which school officers may administer oaths are very few in number.

Trustees Should Visit Schools.

THE LAW.

SEC. 10. The trustee shall take charge of the educational affairs of their respective townships, towns and cities. * * *

COMMENTS.

1. The trustee is the executive officer of the State in the immediate management of the schools. He expends the State's revenue for tuition, he must build houses, see that the property is cared for, employ teachers, make rules and regulations for the management of the school. This duty can not be properly performed if the trustee does not occasionally inspect the school and the school property. If he does his duty under the law he must visit the school. It follows from this that if he visits the school at proper times and for proper purposes he is entitled to his per diem for such services.

Branches to be Taught.

THE LAW.

SEC. 147. The common schools of the state shall be taught in the English language, and the trustee shall provide to have taught in them orthography, reading, writing, arithmetic, geography, English grammar, physiology, history of the United States, and good behavior, and such other branches of learning and other languages as the advancement of pupils may require and the trustee from time to time direct; and that whenever the parents or guardians of twenty-five or more children in attendance at any school of a township, town or city, shall so demand, it shall be the duty of the school trustee or trustees of said township, town or city, to procure efficient teachers, and introduce the German language, as a branch of study, into such schools; and the tuition in said schools shall be without charge: *Provided*, Such demand is made before the teacher for said district is employed.

COMMENTS.

1. The statute requires the schools of the state to be taught in the English language. It requires every child to be taught to read English, to write English, and to spell English. They should be taught these branches until they acquire a reasonable proficiency in them.

It also requires that when the children are sufficiently advanced therefor they be taught the subjects of arithmetic, geography, English grammar, physiology, and history of the United States in the English language. The text-books in these subjects must be in the English language. The language of the school so far as it relates to the teaching of these branches, should be in English.

2. Trustees are permitted to introduce other branches of study when the advancement of the pupils seems to require it. Care should be taken, however, not to introduce higher branches of study until the pupils are well grounded in the fundamental branches or in those spoken of in the school law. Higher branches should never be introduced to the exclusion of the fundamental branches. While a majority of the people have a right to demand that additional branches be introduced, they have no right to demand this to the exclusion of the common branches. The power given the trustee to introduce other branches of learning as the advancement of pupils may require should not be exercised for the benefit of one or two pupils to the injury of the many. Trustees should understand that it is about all a country school can do to teach the common branches thoroughly. An attempt to do more often results in a failure to teach anything well. See Township Graded Schools.

3. The township trustee has no discretion as to the introduction of the German language as a branch of study, provided the demand therefor, contemplated in section 147, be made upon him. It is not enough that the parents or guardians of twenty-five or more children of the district desire German to be introduced into the school. The demand must be made by the parents or guardians of twenty-five or more children who actually attend, or rather who will attend the school. It must not be held that the children must be in attendance on the very day the demand is made, because if this construction was put upon the law the demand could not be made until after the contract had been made with the teacher. Whereas the law requires the demand to be made before the contract has been entered into with the teacher, that is before the school commences.

4. When such demand is properly made, it is the duty of the trustees in townships to employ a teacher who is not only able to teach English but to teach German. The teacher should be required to pass an examination in all the English branches required by law, and also to pass an examination in the German language. He should be required to give a reasonable and just time to teaching the German language. He may be required to teach German reading, German writing, German spelling, and conversation in German. The text-books in these branches may be all German, or German with English explanations, if it seem desirable.

5. When such a demand has once been made the trustee may, if he thinks there are still the same number of children in the district whose parents desire them to study German, continue the subject of German in the school from year to year without further demand. But if he afterwards finds that there are less than twenty-five children in the district whose parents desire them to study German in the school, he may at the expiration of the year omit the study of German.

Colored Schools.

THE LAW.

SECTION 1. *Be it enacted by the General Assembly of the State of Indiana,* That in assessing and collecting taxes for school purposes under existing laws, all property, real and personal, subject to taxation for state and county purposes, shall be taxed for the support of common schools without regard to the race or color of the owner of the property.

SEC. 2. All children of the proper age, without regard to the race or color, shall hereafter be included in the enumeration of the children of the respective school districts, townships, towns and cities of this state for school purposes; but in making such enumeration the officers charged by law with that duty shall enumerate the colored children of proper age, who may reside in any school district, in a separate and distinct list from that in which the other school children of such school district shall be enumerated.

SEC. 3. The trustee or trustees of such township, town or city, may organize the colored children into separate schools of the township, town or city, having all the rights, privileges and advantages of all other schools of the township, town or city: *Provided*, That in case there may not be provided separate schools for the colored children, then such colored children shall be allowed to attend the public schools with white children: *And provided further*, That where any child attending such colored school shall, on examination, and certificate of his or her teacher, show to the trustee or trustees of any township, town or city, that they have made sufficient advancement to be placed in a higher grade than that afforded by such colored school, he or she shall be entitled to enter the school provided for white children of a like grade, and no distinction shall therein be made on account of race or color of such colored child.

SEC. 4. All laws relative to school matters, not inconsistent with this act, shall be deemed applicable to colored schools.

COMMENTS.

Question—"If a trustee establishes one school in a township six miles square for colored children, there being already twelve schools for white children in the township, and provided some of the colored children assigned to such school are obliged to walk three and one-half miles to reach school, would such establishment be a substantial compliance with 'section 3 of an act approved May 15th, 1869, as amended by the act of March 5, 1877?'"

Answer—In answer I will give you what I think is the proper legal construction of the section referred to, and the way that it should be administered by those having the authority. The Legislature evidently intended, by the above section—

1. That the colored children should have a right to go to the public schools when in operation, if they desired; and

2. That they should go to separate colored schools when they were reasonably convenient, but when not convenient then to the white schools. Where it would be unreasonable to require colored children to go to the school for their class as established by the trustee, then they should be permitted to attend the school with the whites. What is reasonable under the circumstances is largely with the trustee, and I could lay down no certain rule by which he could be governed. If the distance to be traveled strikes the trustee as unreasonable he should send the children to the white schools. The case you put

strikes me as being an extreme one, and it is doubtful whether a colored child could be compelled to walk three and a half miles and back to obtain the advantages of a public school, when the white schools are being taught all around him, and within a reasonable distance. The colored child could be made to go a reasonable distance to attend a colored school, although there might be white schools much closer, but when the reasonable distance has been reached he can not be forced to go beyond.—WOOLLEN, Att'y Gen'l.

Concerning Janitor's Service and Holidays.

Question—In the absence of a contract, can a teacher be required to perform janitor's service?

Answer—"The school law, section 30, page 24, makes it the duty of the director to take charge of the school house and property belonging thereto, preserve the same, make all temporary repairs of the school house, furniture and fixtures, and provide the necessary fuel for the school under the general order and concurrence of the trustee. The trustee provides the fuel for the school house through the director. This is as far as the law, in express terms, goes.

It is as much the duty of the trustee to see that the fuel is placed in the stove and the school room made comfortable and neat, as it is to furnish the fuel and brooms for the purpose, or to see that the children are well taught and disciplined when once in the room.

How and through whom he shall accomplish these things, is just where the law is wisely silent. I can conceive of various ways in which he may accomplish them. He may authorize the director, who is generally chosen because of his proximity to the school house, to perform the work, and then pay him out of the special school tax; or he may authorize him to employ some suitable person, and compensate the employe in the same manner; or he may employ the teacher himself, and pay him from the same source. Indeed, I think a trustee might safely discriminate in the wages in favor of those teachers who will voluntarily perform this work, and against those who refuse.

In cases where there is no express agreement between trustee and teacher at the time of contracting, local custom must govern.

There is, however, an underlying question—is this custom a good one? I think not, and offer the following reasons:

1. The compensation of teachers, in the rural districts, is not such as to justify the expenditure on their part.
2. The teacher is often unable to procure board near the school house, but is necessitated to accept it at a distance of one or two miles; under these circumstances, the labor to him would be quite inconvenient.
3. Many of these teachers are ladies or persons of feeble constitutions. To require this work of them would not only be unreasonable, but oppressive.
4. The teacher greatly needs his morning hours for preparation. He has, perhaps, twenty or twenty-five recitations to hear each day, in eight or ten different subjects. These must be reviewed, some very carefully, and there is no hour in the twenty-four so favorable as the morning hour. To wrest it from him by the hand of an arbitrary custom is damaging to the schools. Something is economized in money by the custom; more is lost in the quality of instruction.

5. The custom exists in no incorporated town or city in the state. For what reason should it be customary in the schools of the country? It is a practice without a reason in its favor, and those who contend for it are the losers, as the better class of teachers are likely to select locations where they will be exempt from the burdens and annoyances of the custom. Those, however, who teach in those sections where the custom exists, can protect themselves only by contract to that effect."—HOPKINS.

I concur with the substance of the above opinion by one of my predecessors, except that part of it which clothes custom with the authority of law. Bouvier's Law Dictionary, Vol. I., p. 359, title "Custom," says: "When a custom is public, peaceable, uniform, general, continued, reasonable, and certain, and has lasted 'time whereof the memory of man runneth not to the contrary,' it acquires the force of law."

The Supreme Court of the State (*Harper v. Pound*, 10 Ind. 32), declares as follows: "The recognition of local usages is, as a general rule, contrary to the public of this state; indeed, *it seems* that a good usage or custom in this state should, in addition to the common law requisites, be shown to prevail throughout the state as a single locality."

The "custom" of requiring teachers to perform janitor's service in particular localities, is neither uniform, general, or continuous; and the argument in the above opinion of a former superintendent shows that it is not reasonable. Hence, I should conclude that the custom is not law. Unless there is an agreement between the trustee and the teacher that the latter is to perform janitor's service, I think that he can not be compelled to do so.

Question—In the absence of a contract, can a teacher draw pay for holidays?

Answer—I subjoin an answer by one of my predecessors, viz: "In answer to your question, I will say: That the Fourth of July, Thanksgiving Day, Christmas and New Year's, are, by universal consent and very general practice, regarded as holidays in this country. Employes in almost all kinds of business, are excused from labor on those days and allowed their wages. It would surely be very unreasonable to make the teacher an exception to this general rule"

Concerning the Rental of Congressional Township School Lands.

COMMENTS.

A township trustee receives two thousand dollars for the rentals of congressional township lands; in March he reports his receipts and expenditures for the year then ending, showing a large balance in his hands of such rentals; the county commissioners demand of him its payment, but he refuses on the ground that he will have to expend, during the ensuing year, large amounts for repairs, fences, etc., upon such lands.

Query—Is his refusal to pay over consistent with the law? In my opinion it is not.

Section 44, of the school law, makes it the duty of the township trustee to pay over such reported rents. It is true that the trustee, under section 47, may expend upon such lands reasonable sums to

prevent waste or damage; but it seems clear to me that such expenditures not already made, but to be made in future, the amount of which could only be guessed at, should not be retained out of the balance reported for the previous year. Such a course would lead to confusion, and might be used to work unfairness in the distribution of the school fund under said section 44. It provides: "And the amount of school funds for any year to which such township might otherwise be entitled, shall be withheld and not paid to such trustee, if the rental value of said lands for such terms shall equal or exceed the township's otherwise portion of the school fund, and it shall be the duty of such trustee to pay into the county treasury all rents collected and reported by him as aforesaid." Now the "rental value" spoken of means, under section 47, after deducting such reasonable sums as may be necessarily expended to prevent waste or damage. But I do not think the term "rental value" of lands for a given term, means the balance after deducting, not only sums already expended for repairs during such term, but also such sums as the trustee guesses may have to be expended during some future time as well. The claim of the trustee, as described in the letter, for the payment to him of the full amount of the sum apportioned without deducting for the balance of rents reported by him, I regard as contrary to law.—BUSKIRK, *Attorney General*.

Are Trustees Authorized to Pay Teachers for Services Rendered Without a License?

The Supreme Court speaks as follows on this subject, viz:

"The statute under which the decision was rendered was adopted in 1855, and is in the following terms: 'No teacher shall be employed unless he be of good moral character, nor until he shall have procured a certificate of qualification, as provided in this act.'

This is not more positive than the provision of the present law, (Sec. 28), that "Trustees shall employ no person to teach in any of the common schools of the state unless such person shall have a license to teach, issued from the proper state or county authority, and in full force at the date of employment; and any teacher who shall commence teaching any such school without a license, shall forfeit all claim to compensation out of the school revenue for tuition for the time he or she teaches without license." The decision is, then, applicable under the present law. It is as follows (see 26 Ind. 337):

Harrison Township of Cass County v. Conrad and others. Public Schools.—Teacher.—One who renders service as a teacher in the common schools without having procured the certificate of qualification required by law, can not recover for such services.

Appeal from Cass Common Pleas.—FRAZER, J. The only question in this case, is whether a teacher who is employed for service in one of our public schools, having at the time no certificate of qualification, can recover for such services?

The statute expressly prohibits the employment of a teacher having no certificate of qualification. 1 G. & H. 560. The officer having authority to employ teachers can not nullify this law. It was intended by the requirement of a certificate of qualification to guard against the squandering of a sacred public fund upon persons assuming to teach without being capable of performing a teacher's duties, and to insure the employment of competent persons only, as teach-

ers, thereby making the schools useful as instruments for the education of the young.

That an officer can, either expressly or by implication, set at defiance an express statute defining and limiting his official authority, and by doing what he is forbidden to do, waive what the law palpably requires, is a proposition which is best answered by merely stating it.

The judgment is reversed and the case remanded for a new trial.

The Bible in the Public Schools.

My predecessor spoke as follows on this subject, viz :

"Your favor of the 21st ult. was received. You inquire whether 'any trustee or board of directors has the right to prohibit the reading of the bible, and prayer in the public schools of Indiana.'

You say that you have been tendered a position in a graded school in —, on condition that you omit devotional exercises altogether.

I will say in answer to your question, that the Constitution of the State, Art. 8, sec. 1, makes it the duty of the General Assembly, in establishing an educational system for the state that should be without charge and equally open to all, "to encourage, by all suitable means, *moral*, intellectual, scientific and agricultural improvement." The moral improvement of the youth is not only one of the objects of the system avowed in the Constitution, but the very first one avowed; and I think rightly so, because in point of importance it takes the precedence of all the others mentioned. In pursuance of this constitutional provision the Legislature has made it the duty of the teachers to give instruction in *good behavior* to their pupils. See section 147, p. 48, new school law. To aid the teacher in his work of moral instruction, the Legislature has further provided that "The Bible shall not be excluded from the public schools of the state." Section 167. It is the *duty* of all teachers to instruct their pupils in good morals. Where will they find these morals? What shall be the text book? The law does not say, but simply provides that if they wish to introduce the Bible into their schools they shall not be prevented. To obligate them by contract to read the sacred Scriptures and hold prayers in their schools would be in exceedingly bad taste, if not sacrilegious; to refuse them the right, when they, in good faith and conscience, desire to do so, would be the very worst of tyranny. Our law, therefore, wisely leaves the whole matter of Bible reading and prayers with the good judgment and conscience of the teacher. It is exceedingly unwise for any trustee to prescribe such a condition of employment as the one to which you refer. I hope the good sense of the people will disapprove such a course. Our law does not make religious belief a condition of license to teach school, but only moral character. When trustees go beyond this, they pass the bounds of the spirit, if not the very letter, of our law. —HOPKINS.

EDITORIAL.

APPOINTMENT OF COUNTY SUPERINTENDENTS.

As we were on the point of expressing our views on the appointment of county superintendents, which is to take place next month, the following article came to hand, and as it is from an experienced teacher, and expresses opinions very closely in harmony with our own, we give it space here :

Editor Indiana School Journal.—Inasmuch as the time draws nigh for the election of new county superintendents, I desire to offer a few thoughts concerning the qualifications of such an individual, and the circumstances that should govern trustees in their choice of this very necessary and important officer.

1. He should be educated both in the branches to be taught and professionally. The idea should not be entertained that because one has the book education, he is competent to fill this office. The applicant may be a graduate, and a fine scholar, but know little of the actual needs of the schools and how to provide for their wants.

2. He should be a practical teacher; not a lawyer, preacher, farmer, clerk or cattle merchant. Many times in this state, we notice that some third-rate lawyer, who can not support himself by his practice, is an applicant for this the most responsible office in the county. Or he may be some preacher, very good fellow no doubt, but not the man for a superintendent. A practical teacher, possessing the qualities of a superintendent, should be chosen. It is showing courtesy to the profession of teaching. It is an insult to teachers to select persons from other professions to superintend them.

3. A superintendent should be a man of large and progressive ideas. He should not have to be *led* by the progressive teachers of the county, but should *lead them*. He should take the van and arouse them to earnest work. Some superintendents that we could mention are too conservative in their ideas of education to yield to better and improved methods of teaching until they are carried down the current and drifted to them by the force of public opinion.

4. He should not only be a moral man, but he should use his influence to cultivate a higher standard of morality throughout his county. To do this, he can exact a strict moral qualification of teachers before licensing them; and require them to exert their influence for moral improvement in their schools. A superintendent should exert a positive influence in favor of temperance, health, and all other reforms.

5. He should not be afraid of doing extra work for which he may not be remunerated in dollars and cents. A superintendent's time belongs to the schools, and he should withhold no influence of his to make the schools better.

6. He should have no other occupation. It often happens that persons

are appointed to the office who have other occupations to which they devote a large share of their time. This is entirely wrong, and the fault is with the trustees. The schools need the entire time of the superintendent, and it should not be divided with any other business. The work necessary for the proper and effectual superintendency of the schools in a county is all that one man can do well.

Where there are several candidates of equal literary qualifications, we would suggest that preference be given (1) to those who are most needy; (2) to those having a family to support; (3) to those who have not already good positions; (4) to those who have devoted much hard work to the cause, and made teaching a life business; (5) to those who have energy and perseverance.

POWERS, IND.

T. W. FIELDS.

In addition we wish to say this: Trustees should make this selection with an eye single to the best interests of the schools. The only question allowed to have weight should be, *Which applicant will be of the most service to the children of the county?* and the answer to this question should determine the vote of every trustee in the state. Politics should have nothing to do with it. Church should have nothing to do with it. Relationship should have nothing to do with it. Friendship should have nothing to do with it. Merit alone should determine the choice. A trustee who is not able to rise above local influences and act for the highest good of the children whose interest he represents, is not worthy to hold the office.

Other things being equal, the present superintendent should be re-elected. His experience in the work will make him of more value to the schools than another person of equal qualifications but without the practical experience.

In short, if the present incumbent is an efficient man, continue him by all means; if he is not a capable man, or if he neglects his business, the sooner he is dropped the better. The continuance of the office of county superintendent depends largely upon the character of the men who fill it.

SCHOOL LEGISLATION.

The Legislature finally adjourned without passing the codified school bill, and so the school laws remain as of old. As stated in last month's Journal, the bill passed the House; but it did not reach a vote in the Senate. Owing to the fact that all the laws of the state were before the Legislature in a codified form and demanding attention, much work was left in an unfinished state, and the school bill shared the fate of many others.

Aside from the fact that it is desirable to have our school law in a more convenient *form*, there is not much loss in the failure of the bill. As it left the House it contained some improvements on the old law, and it also contained some defects. Had the Senate acted upon it and adopted the recommendations of the Senate Educational Committee, the law as a whole would have been better in several particulars than at present. Had it passed the

Senate school legislation would have been settled for several years to come, and the principal regret is that at the next meeting of the Legislature the codified bill will be presented and the whole ground will have to be fought over again.

The only bills that became laws, that will affect teachers and school officers, are the following:

Senate bill No. 7 provides that the board of school trustees of any city of ten thousand or more inhabitants shall have the right to establish a public library for the use of all the citizens, and make all needful rules and regulations for its management, provided that no such library shall be established where there already exists a free public library. The board may levy a tax for the above purpose, "not to exceed one-third of a mill on each dollar of taxable property, annually.

This is now the law.

House, bill No. 140, introduced by Mr. Kenner, of Huntington, reads as follows:

SECTION 1. *Be it enacted by the General Assembly of the State of Indiana,* That any woman, married or single, of the age of twenty-one years and upwards, and possessing the qualifications prescribed for men, shall be eligible to any office under the general or special school laws of this state.

SEC. 2. That any woman elected or appointed to any office under the provisions of this act, before she enters upon the discharge of the duties of the office, shall qualify and give bond as required by law, and such bond shall be binding upon her and her securities.

As there was no emergency clause attached to this bill it does not go into effect till the laws have all been printed and distributed, which will require some sixty days.

INFLUENCE OF TOBACCO ON THE BRAIN.

The Journal has not often spoken on the use of tobacco, and proposes to do so now only in so far as it is related to education.

That the habit of using tobacco is inconvenient, often uncleanly, frequently offensive, and very expensive, but few persons will deny. And that the habit is acquired, in forty-nine cases out of fifty, through a false notion of gentility and manhood, all who have investigated the matter will admit. No boy learns to use tobacco because he likes it, but because he thinks it will make him *manly*—he sees older persons do it.

If for no other reason than the one given above, every teacher should try to prevent the contracting of this worse than useless habit, which, when once acquired makes slaves of so many persons. The formation of good habits is one of the chief ends to be desired in an education. Aside from the arguments usually urged against the use of tobacco, it is now well known that it is injurious to the nervous system, especially of youth. Dr. Mendenhall, a physician of high standing, formerly of Cincinnati, now of Philadelphia, says that the use of tobacco by boys lays the foundation for many of the nervous diseases of

manhood. The following, taken from the Educational Weekly, is to the same purpose. Read it to the boys:

I send you the following extracts from a translation of a report by Dr. Constant, of Paris, on the bad influences of tobacco on the functions of the brain.

Our inquiries have extended to three groups of educational establishments, viz: primary, secondary, and higher or special schools. Whether the use of tobacco is entirely prohibited, or only indulged in surreptitiously, or on going out days, or permitted under certain restrictions, and, consequently, more largely practiced, the figures show that it effects the quality of the studies in a constant ratio, and this influence is more marked in the different establishments where tobacco is more extensively used. We have examined the second, rhetorical and philosophical classes in the lyces of Douai, Saint Quentin, and Chambery, making a total of 155 pupils, distributed in about equal proportions. The average rank of the pupils is as follows: non-smokers, 4.08; moderate smokers, 6.53; heavy smokers, 9.35. This shows a very distinct gradation, and all in favor of those who smoke the least. Tracing the progress of the same pupil through the different classes, we observe that, as his propensity for smoking becomes more marked, his place in the class becomes lower. B——, a pupil in the second class session 1876-77, is marked as smoking only on going-out days, and ranks No. 4 in his class. The same pupil passes into the rhetorical class in 1877-78, and is then marked as smoking both on going-out days and secretly at school. His place is now No. 10. F——, in the second class (1876-77), is marked as smoking only on going-out days, and stands No. 7 in his class. He enters the rhetorical class (1878-79), and is observed to become more addicted to smoking. His place in the class is No. 14. The same pupil passes into the rhetorical class of 1879-80, and is marked as being a great smoker. He is now the 21st of his class. One of these young students whom we questioned, gave us a very accurate definition, both of the effect and the charm of tobacco smoking; he said that a cigarette made him dream. In other words, the use of the cigarette intoxicates these young people, causing them giddiness, fits of absence, and a dislike to all mental exertion. We have been furnished with particulars relating to a portion of the class of mathematicians in the College Rollin, and, although these young people only smoke on going-out days, we see the same tendency as shown above, the non-smokers lose 1.2 in rank, whilst the smokers lose 2.8. At the Ecole Polytechnique we made inquiries respecting the pupils promoted in 1878. The use of tobacco is very general in this institution, and the results, though not embracing the whole of the pupils, are very significant; the non-smokers have lost 21.2 places; the moderate smokers, 27 places; the great smokers, 38 places. At the mining school of Douai, out of 8 pupils who do not smoke, 5 have gained places, one has kept his rank, and only 2 have lost them. Out of 13 pupils who smoke, only 3 have obtained higher places, 3 have kept theirs, seven have lost them. From the above facts, we infer that tobacco produces a marked effect upon the intellectual development of the pupils.

GEMS OF THOUGHT.

Education begins the gentleman; but reading, good company, and reflection must finish him.—*Locke*.

Education is a better safeguard of liberty than a standing army. If we retrench the wages of the schoolmaster, we must raise those of the recruiting sergeant.—*Edward Everett*.

A little learning is a dangerous thing,
Drink deep, or taste not the Pierian spring;
For shallow draughts intoxicate the brain,
But drinking largely sobers us again. [Pope.]

School houses are the republican line of fortification.—*Horace Mann*.

Talent is that which is in a man's power; genius is that in whose power man is.—*Lowell*.

Nothing is so contagious as enthusiasm; it is the allegory of the tale of Orpheus—it moves stones, it charms brutes. Enthusiasm is the genius of sincerity, and truth accomplishes no victory without it.—*Bakewell*.

Recollect that trifles make perfection, and perfection is no trifle.—*Michael Angelo*.

A Dandy is an individual who would be a lady if he could, but as he can't, does all in his power to show the world that he is not a man.—*Thackeray*.

"In trouble to be troubled,
Is to have your trouble doubled.
Never trouble trouble,
Till trouble troubles you."

Attention is called to the statement, on another page, in regard to Examination for State Certificates. The date fixed for the examination is June 28th, and the State Superintendent must be notified by June 1st. It seems to the Journal a mistake that this notice was not given sooner. Most persons, whatever their scholastic education, wish to have some time for review and preparation before entering upon such an examination, and the time given is not sufficient, taking into consideration the other duties devolving upon all persons likely to be applicants. It is to be hoped, however, that a large number of persons can get ready and will pass the examination. Such a certificate is an honor, and should be so regarded.

AT ONCE.—We need, very much, more February Nos. of the Journal for 1881. We also need a few October Nos. for 1880. Any one who will forward the above Nos. in good condition, will receive an extension of time on his subscription one month for each number. Please send at once, and much oblige several persons who are anxious to complete their files.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR MARCH, 1881.

WRITING.—1. What are the advantages of teaching pupils the elementary lines which compose written letters? Give at least two. 2 pts., 5 each.

2. Into how many classes are the small letters divided with respect to height? Give two letters of each class. 2 pts., 5 each.

3. How does the width of the capital O compare with its height? Make an O as an illustration. 2 pts., 5 each.

4. How does the length of figures in writing compare with the length of the small i? 10

5. Give a general rule for shading the small letters. 10

6. Write the following lines as a specimen of your hand-writing:

"A thing of beauty is a joy forever; its loveliness increases, it will never pass into nothingness." 50

READING.—1. Give reasons for requiring young pupils to copy a reading lesson as a step in its preparation. 20

2. State the steps which should be taken in teaching a new word to a pupil just beginning to learn to read. 20

3. Abou Ben Adhem (may his tribe increase!)
 Awoke one night from a sweet dream of peace,
 And saw within the moon-light in his room,
 Making it rich and like a lily bloom,
 An angel writing in a book of gold.
 Exceeding peace had made Ben Adhem bold;
 And to the presence in the room he said,
 "What writest thou?" The vision raised its head,
 And with a look made of all sweet accord,
 Replied, "The names of those who love the Lord."
 "And is mine one?" said Abou. "Nay, not so,"
 Replied the angel. Abou spoke more low,
 But clearly still; and said, "I pray thee then,
 Write me as one who loves his fellow-men."
 The angel wrote, and vanished. The next night
 It came with a great wakening light,
 And showed the names of those whom love of God had blessed,
 And, lo! Ben Adhem's name led all the rest.

(a) Why is this composition classed among poems?

(b) Who was the author of it?

- (c) What is it a narration of?
 (d) What are the parts of which the narration consists?
 (e) What was the purpose of the author in writing the poem?

5 pts., 12 each. 60

ORTHOGRAPHY.—Spell twenty words selected by the superintendent.

20 pts., 5 each.

ARITHMETIC.—1. (a) Define the L. C. M., and (b) the G. C. D. (c) Find the L. C. M. of 42, 64, 90, 256, and 20. $a=3$; $b=3$; $c=4$.

2. (a) Divide two hundred and forty-five thousandths by twenty-five thousandths. (b) Give the reason for placing the decimal point in the above quotient. $a=5$; $b=5$.

3. I sold my horse at 25 per cent. gain; with the proceeds, I bought another, and sold him for \$254, losing 20 per cent.; what did each horse cost me? Proc. 5; ans. 5.

4. What is the face of a sight draft, which can be bought for \$267 30, the exchange being $1\frac{1}{4}$ per cent. premium? Proc. 5; ans. 5.

5. (a) Define interest and (b) principal, as used in percentage. (c) What is the amount of \$1235 for 9 mos. 27 da. at 7 per cent. per annum? $a=2$; $b=2$; $c=$ proc. 3; ans. 3.

6. (a) What is the length of a meter in inches? (b) How many feet are there in 5 hectometers? $a=4$; $b=6$.

7. If 5 men can cut $18\frac{1}{2}$ cords of wood in 15 days, in how many days can 7 men cut $12\frac{3}{4}$ cords? By proportion. Proc. 5; ans. 5.

8. A ladder 52 ft. long stands perpendicularly against a wall; how far must its foot be moved from the base of the wall, that the top of the ladder may reach a point on the wall 48 feet high? Proc. 5; ans. 5.

9. If $\frac{3}{4}$ of A's age is $\frac{1}{2}$ of B's, and $\frac{3}{5}$ of B's is 20 years; what is the age of each? Proc. 5; ans. 5.

10. (a) What should determine the form of the solution of a problem in the school-room? (b) When should short processes be used? $a=5$; $b=5$.

GRAMMAR.—1. What is the difference between sentences, phrases, and clauses? 10

2. Write a sentence illustrating each of the uses of an adverb.

3 off for each error or omission.

3. Give three ways of indicating the number of nouns. 10

4. Write five sentences using the word *boy* in a different construction in each sentence. 5 pts., 2 each.

5. Give two rules for the use of the semicolon. 2 pts., 5 each.

6. Correct: "If the lad should leave his father he would die." 10

7. Write a sentence containing an adjective clause beginning with an adverb. 10

8. Having been much afflicted himself, he founded a hospital for the afflicted. Parse *afflicted* and *afflicted*. 2 pts., 5 each.

9. Analyze the above sentence. 10

10. What is the difference between the subjunctive and potential moods? 10

- GEOGRAPHY.—1.** How are salt lakes formed? Name the two largest. 4, 3, 3-
2. In what country are the largest and the most numerous icebergs formed? 10
3. Into what five races are the inhabitants of the earth divided? As to social condition, into what five classes are they divided? 10 pts., 1 each.
4. Which coast of Great Britain is most indented? How does this influence the location of commercial cities? 2 pts., 5 each.
5. What great river system drains Alaska? Into what does it flow? 2 pts., 5 each.
6. What are the three chief classes of industries in New England? Why? 2, 2, 2, 4.
7. Name the States that were formed wholly from the Northwest Territory in the order of their admission into the Union. 5 pts., 2 each.
8. How many counties are there in the State of Indiana? Which has the largest territory? Which the smallest? 3 pts., 4 off for each.
9. What great river flows through the Northeastern part of Africa? Upon what does its great importance to that region depend? 2 pts., 5 each.
- 10.

Country.	E. Bound.	W. Bound.	N. Bound.	S. Bound.	Capital.
Spain.					
Ireland.					

10 pts., 1 each.

- HISTORY.—1.** The histories of what other countries will give essential aid in thoroughly understanding U. S. History? 10
2. What facilities or appliances are necessary for the best results in studying or teaching history? 10
3. Where were the first settlements of the Dutch in this country? 10
4. What was there peculiar in the establishment of the colony of Pennsylvania? 10
5. Describe the Boston massacre, 1770? 10
6. Name five important American victories in the Revolutionary war? 5 pts., 2 each.
7. What were the principal political and financial embarrassments of the country at the close of the Revolutionary war? 10
8. (a) What was the purpose, and (b) what the effect of the embargo of 1807? a=5; b=5.
9. Describe the battle of New Orleans, 1815. 10
10. What were the special features of the Presidential campaign of 1840? 10

- PHYSIOLOGY.—1.** For what class of persons is walking the best exercise? For what class is carriage driving? 2 pts., 5 each.
2. What are the uses of the finger nails? 10
3. Why should salt not be used in large quantities, habitually, as an article of food? 10
4. State four evil effects of rapid eating. 4 pts., 3 off for each om.

5. How would you arrest a hemorrhage from an artery? How one from a vein? 2 pts., 5 each.
6. If a fish were immersed in water entirely free from air, what would result? Why? 2 pts., 5 each.
7. Where does the change from venous to arterial blood take place? Where that from arterial to venous? 2 pts., 5 each.
8. What rules would you give for the use of the eyes at night? 10
9. How is the long sight of old persons caused? How may it be corrected? 2 pts., 5 each.
10. Describe the vocal chords. 10

THEORY AND PRACTICE.—Write a page or more on moral instruction in school, stating (1) the traits of character to be cultivated; (2) the means to be employed; (3) the errors to be avoided; (4) the influence of the teacher's character and example, etc.

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED IN APRIL—BY THE MEMBERS OF STATE BOARD.

HISTORY.—1. Writers of History, if anything more than mere compilers, will have theories of their own concerning the organization of society, the functions of government, the influence of parties and policies, etc. These theories will insensibly and inevitably affect their treatment of facts and events, and thus make them, even the best of them, to some extent partial and one-sided. We should read more than one writer, that we may be made aware of these diverse ways of looking at the same things, and so guard ourselves against one-sidedness by taking observations from various points of view. Compilers of history will of course adopt the theories of those upon whom they rely as their chief authorities, and need to be corrected by comparison with each other and with standard works.

2. The memory, the imagination, and the judgment, are developed and strengthened by a proper study of history.

8. The three most important American inventions, probably, are—*a*. The cotton gin; *b*. The perfecting of the electric telegraph; *c*. The sewing machine. The vulcanizing of india rubber ranks nearly, if not quite, equal to these in importance.

9. The "Monroe Doctrine" is not a *doctrine* at all, in any strict sense of the word. It has never been embodied in a statute, nor formulated as a principle of international law. It is a statement of fact, as he conceived it, made by President Monroe in his annual message of 1823, and an important opinion, in his judgment, founded upon this fact. The statement of fact was that the American continent was already wholly covered by established governments, and was therefore not open to further colonization by European powers. The opinion was, that any attempt by a European power to oppress any American government, or in any other way seek to control its destiny, must be re-

garded as "the manifestation of an unfriendly disposition towards the United States." There was no thought of an endeavor to control these American governments by the United States itself, nor to hinder the building of ship canals or other commercial enterprises by corporations, however formed. This "doctrine," so called, was probably suggested to President Monroe by his Secretary of State, John Quincy Adams.

PHYSIOLOGY.—1. If an animal be fed with madder for a few days, the bones will become colored. If it then be stopped for a short time the coloring matter will be gradually taken up from the bones.

2. In the morning. During the day constant pressure upon the soft tissues of the joints diminishes the thickness of the cartilages, bringing the bones closer together. Rest at night restores the soft parts to their healthy state and removes the bones further apart.

3. Sleep reduces the temperature of the body, making more covering necessary. During sleep nutrition is more active, the breaking down of the tissues which takes place when the body is active, then to a great extent ceases.

4. The solid parts of the body which exude with the perspiration remain on the skin; the worn out scales of the cuticle, and the excess of sebaceous matter. Frequent applications of water, sometimes tepid, and sometimes warm.

5. Because the cuticle part or bran acts as an excitant upon the bowels, promoting an important stage of digestion, expulsion of the refuse food.

6. It prevents the waste of the tissues to a great extent, permitting more continued labor with less fatigue. In many persons, taken during the meal it considerably promotes digestion.

7. A meal of several articles. Because various articles are necessary to furnish all the various elements required by the body to promote physical strength and mental activity.

8. Three parts of the body in which the pulse may be felt, are the wrist, the temple, and the neck. (In the Journal *three* has been erroneously printed *the*).

9. Upon the red corpuscles.

10. It is a part of the brain, formed from fibres from the cerebrum and the cerebellum joined together, which is found beneath these and at the upper part of the spinal column. The lungs, heart, and stomach.

GEOGRAPHY.—1. Large rivers, especially those rising in mountainous regions, carry down large quantities of earth and other materials. When the river flows into the ocean or gulf the current becomes less rapid, and the solid substances gradually sink to the bottom, the larger and heavier first, and the lighter and finer last. As the stream is no longer confined by banks the water spreads out in the shape of the Greek letter D, and the substances deposited assume the same shape, the point of the triangle being towards the river, and the base in the ocean or gulf. The Delta of the Ganges.

2. Geography is a description of the earth's surface and of the various countries, their inhabitants, plants and animals. In this it differs from Geol-

ogy, which is a history of the formation of the earth, its structure, soils, rocks, strata, organic remains, and the various changes it has undergone.

3. The Emerald Isle. The mild climate, resulting from the effects of the gulf stream upon the land, and the frequent rains that keep the grass constantly green.

4. Of Ohio, Columbus; of Indiana, Indianapolis; of Illinois, Springfield; of Michigan, Lansing; of Wisconsin, Madison.

5. St. Helena lies between the 10th and 20th degrees of south latitude, and about 1000 miles west of the west coast of Africa. It is celebrated as having been the scene of the last exile and death of the great Napoleon. Juan Fernandez lies between the 30th and 40th degrees of south latitude, and about 400 miles west of the west coast of South America. It is celebrated as the scene of the shipwreck and long residence of Alexander Selkirk, whose story is supposed to have furnished the foundation for De Foe's Robinson Crusoe.

6. Part of Africa, part of South America, and Australia.

7. Albert Nyanza, and Victoria Nyanza.

8. (a) Belgium. (b) Russia.

9. Rice, tea, cotton, silk, porcelain.

10.

Country.	Capital.	Chf. River.	Mountains.	Governm't.	Title of Ruler.
Hindustan	Calcutta.	Ganges.	Himalaya.	Empire.	Empress.
Hungary.	Buda.	Danube.	Carpathian.	Kingdom.	King.

ARITHMETIC.—1. (1) Since 1 mi. = 320 rd.

$$: 3 \text{ mi.} = 320 \text{ rd.} \times 3 = 960 \text{ rd.}$$

$$960 \text{ rd.} + 23 \text{ rd.} = 983 \text{ rd.}$$

(2) Since 1 rd. = 5.5 yd.

$$: 983 \text{ rd.} = 5.5 \text{ yd.} \times 983 = 5406.5 \text{ yd.}$$

$$5406.5 \text{ yd.} + 3 \text{ yd.} = 5409.5 \text{ yd.}$$

(3) Since 1 yd. = 3 ft.

$$: 5409.5 \text{ yd.} = 3 \text{ ft.} \times 5409.5 = 15228.5 \text{ ft.}$$

$$\therefore 3 \text{ mi. } 23 \text{ rd. } 3 \text{ yd.} = 15228.5 \text{ ft. Ans.}$$

$$2. (1) 1\frac{1}{2} + 1\frac{1}{3} = \frac{2}{3} + \frac{2}{3} = \frac{4}{3} + \frac{1}{3} = \frac{5}{3}.$$

$$(2) 1\frac{1}{2} - 1\frac{1}{3} = \frac{2}{3} - \frac{2}{3} = \frac{2}{3} - \frac{1}{3} = \frac{1}{3}.$$

$$(3) \frac{4}{3} + \frac{2}{3} = \frac{6}{3} \times \frac{5}{2} = 5. \text{ Ans.}$$

$$3. (1) 5^{\circ} 55' + 87^{\circ} 50' = 93^{\circ} 45', \text{ diff. of long. between A and B.}$$

$$(2) (93^{\circ} 45') + 15 = 6 \text{ hr. } 15 \text{ min. diff. of time between A and B.}$$

(3) B is west of A; hence when it is 3 A. M. June 25th at A, it lacks 6 hr. 15 min. of being 3 A. M. June 25th at B.

$$(4) 3 \text{ A. M. June 25th minus } 6 \text{ hr. } 15 \text{ min.} = 8:45 \text{ P. M. June 24th. Ans.}$$

$$4. (A) 103 \text{ per cent.} = \$272.95.$$

$$(B) 100 \text{ per cent.} = \text{———?}$$

$$\frac{\$272.95 \times 100}{103 \times \$10} = 26500 = \text{the No. of lbs. Ans.}$$

5. (1) $\$1.00 \times \frac{6}{100} = \0.06 , int. of \$1.00 for 1 yr.
 (2) $\$1.00 + \$0.06 = \$1.06$, amt. of \$1.00 for 9 mos.
 (3) $\$371 \div 1.06 = \350 , the present worth.
 (4) $\$350 - \$345 = \$5$ gain. Ans.
6. (1) 1 hectoliter = 100 liters.
 (2) Since 100 liters will cost \$35.06,
 : 1 liter " " \$0.3506.
 : 15 liters " " \$5.259.
7. Since $\frac{1}{2}$ yd. will cost $\$ \frac{1}{2}$,
 : $\frac{1}{2}$ yd. " " $\frac{1}{4}$ of $\$ \frac{1}{2} = \$ \frac{1}{4}$
 : 1 yd. " " $\$ \frac{1}{2} \times 3 = \$ \frac{3}{2}$
 : $\frac{1}{2}$ yd. " " $\frac{1}{4}$ of $\$ \frac{3}{2} = \$ \frac{3}{8}$
 : $\frac{3}{4}$ yd. " " $\$ \frac{3}{8} \times 5 = \$ \frac{15}{8}$
 $\therefore \frac{3}{4}$ yd. " " $\$ \frac{15}{8}$.
8. In this problem is involved an arithmetical series. Let a = first term,
 l = last term, n = num. of terms, d = com. diff., and s = sum.
 Given, $-a = 2c$, $d = 3c$, and $n = 18$; to find l and s ,
 (1) $l = a + (n - 1)d = 2 + (18 - 1)3 = 53$.
 (2) $s = \left\{ \frac{l + a}{2} \right\} n = \left\{ \frac{53 + 2}{2} \right\} 18 = 495c = \4.95 . Ans.
9. Let A = area, R = radius, and $P = 3.1416$.
 Let $ON = 13$ ft. and $CN = 5$.
¹ (1) $OC = \overline{ON} - \overline{CN}$
 (2) $OC = (\overline{ON} - \overline{CN})^{\frac{1}{2}}$
 (3) $OC = (13^2 - 5^2)^{\frac{1}{2}} = \sqrt{144} = 12$ ft. alt'd.
- ² (1) $A = PR^2$
 (2) $A = 3.1416 \times 25$.
- ³ (1) Volume = (altitude \times area) $\div 3$.
 (2) Volume = $\frac{3.1416 \times 25 \times 12}{3} = 314.16$ cu. ft.
 Ans.

10. The analysis is required that the pupils may acquire a thorough knowledge of the principles underlying the subject.

The rule is required that the pupils may make a practical application of these principles.

GRAMMAR.—8. "I have failed, though I thought I would succeed."

"She teaches six hours a day and flirts the rest of the time."

Do not use *balance* for *remainder*.

10. Language Lessons are such exercises as train to the ready, forcible, and elegant use of words; Grammar treats of words and their relation in sentences. The one teaches us to use words; the other to test the correctness of their use.

Language Lessons are not oral grammar, nor elementary grammar, but such exercises as develop power of expression.

THE NATIONAL EDUCATIONAL ASSOCIATION.

The National Association will meet this year at Atlanta, Georgia, 19th, 20th, and 21st of July. As Atlanta is situated 1050 feet above the sea level it is not likely to be as warm as many are predicting.

The prospects for a large and interesting meeting are very flattering. Ex-State Supt. J. H. Smart is President of the Association, and is hard at work completing programme and arrangements. He never does anything by halves. Among the distinguished men who will take part in the programme may be mentioned :

Dr. Wm. T. Harris, of Concord; Prof. N. A. Calkins, of New York; Dr. A. W. Calhoun, of Atlanta; Hon. D. F. De Wolf, State School Commissioner of Ohio; Hon. J. W. Patterson, of New Hampshire; Wm. I. Marshall, Esq.; Hon. M. A. Newell, State Supt. of Maryland; Prof. John B. Peaslee, of Cincinnati; Gov. Alfred H. Colquitt, of Georgia; Hon. John Eaton, U. S. Commissioner of Education; Hon. Wm. C. P. Breckinridge, of Lexington, Ky.; Prof. James Johonnot of Ithaca, N. Y.; Prof. J. C. Gilchrist, President Iowa State Normal School; Prof. John Kennedy, of New York; Rev. Lemuel Moss, President Indiana State University; President J. W. Andrews, Marietta, Ohio; Hon. D. P. Baldwin, of Indiana; Rev. H. H. Tucker, of Atlanta; Louis Soldan, Principal Normal School, St. Louis; Hon. J. P. Wickersham, of Pennsylvania; C. C. Rounds, Pres. Maine Normal School; and George P. Brown, Pres. Indiana State Normal School.

Some of the subjects which have been announced are :

"A Proposed Revision of the Common School Curriculum," "The Teacher's Work in the Development of Mental Power," "The Effects of Student Life on the Eyesight," "An Evening in Wonderland," "Reflections on the Brussell's Congress of Education, of 1880," "Is the Same System of Common School Education Possible in all the States?" "What Constitutes a Normal School?" "Education and Building of the State," "Best Normal Training for City Teachers," "Normal Principles of Education," "Moral and Literary Training in the Public Schools," "Some Essentials in the Development of a School System."

COUNTY SUPERINTENDENTS' ASSOCIATION.

The Executive Committee is engaged in preparing a programme for the next meeting of the County Superintendents' Association. It has been decided to change the character of the exercises from "papers" by individual members, to *reports* of committees appointed to consider the various departments of the superintendent's work.

The following committees have been selected :

1. *On School Visiting*—Messrs. Moury of Elkhart, Netherton of Pulaski, and Prentiss of Noble.
2. *On Examinations and Licenses*—Osborn of Grant, Luckey of Adams, Herrick of Wabash, and State Superintendent Bloss.

3. *On Township Institutes*—Caulkins of Tippecanoe, Stewart of Pike, and Britton of Carroll.

4. *On County Institutes*—Hill of Dearborn, Hamilton of Jackson, Tibbets of Jefferson, and Prof. H. S. Tarbell of the State Board.

5. *On Work of County Board*—Noblitt of Orange, Triplett of Clay, and Geeting of Daviess.

6. *On Manuals and Printed Matter*—Conn of Vanderburg, Allen of Vigo, Conley of Vermillion, and Wm. A. Bell of the School Journal.

7. *On Office Work*—King of Owen, Westhafer of Martin, and Marlow of Sullivan.

The first person named in each committee, will prepare a report upon the subject assigned his committee, setting forth the present stage of the work in that department and suggesting steps proper to be taken during the coming year. This work should be commenced at once. The chairman can correspond with his coadjutors, and should endeavor to have the reports prepared by the first of June.

It is hoped that at least *one* member of each committee named above, will survive the ides of *march* (June 6), and thus be able to bring the report to the annual meeting.

If no member of a committee should be retained in office, the report of that committee can be sent to the office of the State Superintendent, and thus made accessible to the Association when assembled.

The "time and place relations" of the coming meeting will be set forth in circular to the superintendents.

The plan here outlined has been adopted in the hope that the work of the Association may, each year, be made more practical, some definite conclusions reached, and—using the expressive language of Batton the Weaver—"so grow to a point."

Respectfully,

J. C. MACPHERSON,
President "C. S. A."

Which is County Superintendents' Association.

RICHMOND, April 18, 1881.

EXAMINATIONS FOR STATE CERTIFICATES.

DEPARTMENT OF PUBLIC INSTRUCTION,
INDIANAPOLIS, April 21, 1881. }

Section 155 of the School Law of 1865 reads as follows :

"Said Board may grant State Certificates of Qualification to such teachers as may, upon a thorough and critical examination, be found to possess eminent scholarship and professional ability, and shall furnish satisfactory evidence of good moral character. They shall hold stated meetings, at which they shall examine all applicants, and those found to possess the qualifications herein above named, shall receive such certificate, signed by the President of the Board, and impressed with the seal thereof; and the said certificate shall entitle the holder to teach in any of the schools of the State without further ex-

amination, and shall also be valid during the lifetime of such holder, unless revoked by said Board. Each applicant for examination shall, on making application, pay to the Treasurer of the Board, five dollars as a fee."

It is the opinion of the State Board of Education that the State Certificate, provided for in this section, is not intended to be an instrument to enable its holder to gain a position in the teacher's profession, but is intended to be a testimonial of services already rendered, and of professional eminence already gained.

To meet the requirements of the law, and secure the end proposed, the Board has adopted the following scheme for the examination of applicants :

1st. The applicant shall present to the Board, at such time as it may direct, a full statement setting forth the name of the institution or institutions at which he has been educated, and the course of study he has pursued and completed. He shall also furnish satisfactory evidence, by reference, certificate or otherwise, that he has taught or supervised school work for at least seven years (of eight months each), of which three years shall have been in Indiana; that, during this period, he has maintained, and does still maintain, a good character; that he has attained high distinction as a successful educator, showing superior ability to instruct, and marked tact as a disciplinarian.

2d. When the Board is satisfied, by a careful examination of the evidences thus furnished, as to the moral and professional requirements above recited, it will then notify the applicant of the time and place of a personal examination as to his scholastic and other qualifications, which examination may be oral, or written, or both. Applicants must be prepared to pass a thorough examination in the following branches :

For License of Second Grade. Reading, Writing, Orthography, Arithmetic, Grammar, Geography, including Physical Geography, United States History, Physiology, Elements of Algebra, Plane Geometry, Elements of Physics, Elements of Zoology, Elements of Botany, Constitution of United States, Moral Science, and the Science of Teaching.

For License of First Grade. In addition to the above named branches, Complete Algebra, Elements of Rhetoric, Solid Geometry, General History, English Literature, Elements of Chemistry, Latin, embracing four books of Caesar's Commentaries, and four books of Virgil's *Æneid*, or their equivalents.

Notice is hereby given that, in accordance with the above scheme, an examination of applicants for State Certificates will be held in the City of Indianapolis, beginning June 28, 1881. All applicants for examination at that time must file, with the Superintendent of Public Instruction, on or before June 1, 1881, such evidences of moral and professional qualifications as are required in the first part of the scheme above described. The evidence thus filed will be carefully examined by the Board, with such other evidence as may be obtained, and the applicants, whose testimonials are satisfactory, will receive a notice from the Superintendent of Public Instruction to appear at Indianapolis on June 28th, and pass an examination in the branches of study above named, and such other examinations as the Board may deem necessary.

JOHN M. BLOSS,
Superintendent Public Instruction.

CITY SUPERINTENDENTS—MEETING OF THEIR ASSOCIATION.

A meeting of the State Association of superintendents of city schools was held in this city April 28-9, in the Public Library building. The attendance was only fair. Hon. John M. Bloss presided during the deliberations. The meeting was somewhat informal in character, there being no prearranged programme, but the discussions were upon questions bearing upon the management of city schools, and were of an interesting nature. Among the subjects considered were: "The rules and regulations to be adopted in public schools, with especial view to harmony with the laws of the State." One of the important points to be gained was uniformity of the several reports to be made by different schools. "Methods of Grading."

There was quite a unanimity of sentiment that the national system, the one used in Indianapolis, should become general. It is this: Instead of using the terms "Primary," "Intermediate," "Grammar," etc., which are used with various applications, and therefore mean little or nothing to a stranger, the grades are designated by numbers only, beginning at the lowest and going upward. In this way when the term "5th Grade" is used it will mean to every body a definite year's work; and so of others.

"The length of school courses," "Indoor and outdoor recesses," and "Length of day sessions," were discussed. The general expression as to the last mentioned subject favored half-day sessions in the first and second years, or grades.

Quite a discussion ensued on the question "Should examinations, additional to those by county superintendents, be provided for by law?" It was unanimously agreed: (1) That life certificates by county superintendents are not desirable; (2) periodical examinations are a protection to the schools, weeding out incompetent teachers; (3) legal licenses to do special work would vastly multiply the number of teachers and lower the standard of their attainments, the opinion being expressed in this connection that city superintendents should not be empowered by law to examine teachers, that the present law seldom works hardship, and that all examinations for special work which may be desired can now be made as supplementary to those by the county superintendent; (4) that all present requirements for obtaining a license should be maintained.

Conflicting estimates were expressed regarding the value of general teachers' meetings, but all agreed that teachers should observe the work in other rooms than their own.

The propriety and conditions of employing married women, the methods of employing and paying teachers, and the work of special teachers were considered.

The subject, "Promotion of Pupils" was discussed. Numerous details of methods in use were presented, which were not the same in any two cities. General agreement was reached on the following points: (1) That semi-annual promotions are desirable in all large schools; (2) that final examinations alone should never form the basis of promotions; (3) that all previous examinations and the teacher's opinion of a pupil's ability and energy should

be considered in promoting pupils slightly below the required average; (4) that full monthly examinations in all studies was not desirable; (5) that daily records of a pupil's recitation was not desirable, but rather injurious; (6) that the grade of promotion should be fixed after the examination, not before.

No effort was made to secure uniformity. All superintendents prepare part or all of the examination questions, but few only favor oral examinations.

A spirited discussion on the course of study took place. It was agreed there should be a minimum course of study used in all the schools of the state; that the questions of the State Board, except in physiology and history, were not too difficult for use in examinations for promotion to the high school, and that every high school course should embrace a full review of all the legal branches.

The prevailing sentiment and practice favored a three years' course for high schools in cities of less than 6,000 inhabitants.

A majority voted against spring vacations.

Opinion was divided as to the relative merits of 5-minute in-door and 15-minute out-door recesses.

In the discussion of a "course of study" it was brought out that the "Grube" method, with some modifications, is made the ground work of teaching numbers in the lower grades in nearly all the schools. The importance of teaching children to combine and use the smaller numbers with ease and facility before attempting the use of the larger ones was strongly emphasized.

A committee, consisting of State Supt. J. M. Bloss, R. A. Townsend, and H. S. McRae, was appointed to arrange for the next annual meeting. Another committee, consisting of H. S. Tarbell, J. F. Study, and O. C. Charlton, was appointed to prepare a "course of study" to submit to next meeting for discussion.

Sixteen superintendents attended the meeting, and all pronounced it highly profitable.

A good joke on—on—the recent superintendents' convention. It is this: W. T. Fry, Supt. of the Crawfordsville schools, was chairman of the committee that called this convention. He fixed the date, sent notice that was printed last month, prepared and mailed circulars to superintendents, and then came to Indianapolis to attend the meeting just one week before the time he himself had fixed; and as he was not present at the meeting when it occurred, it is presumed he forgot the date. The Journal regards this a good joke on—the convention.

"ANYBODY CAN TEACH A PRIMARY SCHOOL."—A bright and intellectual boy having been informed by his teacher that "heat expands all bodies," after thinking for a moment, adds: "And that is the reason why the days in summer are longer than those in the winter." The teacher, after adjusting his "cogitation cap," answered, "I never heard that explanation of the lengthening of the days of summer before, but I expect you are right."

The Posey County Normal will begin June 6th and close July 15th, at Mt. Vernon. W. I. Davis, G. H. Welker, and J. B. Tate are the instructors.

QUERY.—“How *like* are men and birds.” “*Like* all men of genius he delights to take refuge in poetry.” Please parse *like* in each sentence, and oblige.
A. O. P.

PURDUE UNIVERSITY.—“We open finely this term—29 new students. Our total matriculation for the year is 250, a gain of 47 over last year.” This indicates a healthy growth.

Prof. E. E. Smith, of Purdue, has associated with him in his Summer Normal, County Supt. W. H. Caulkins and Prof. C. W. Hodgins, of the State Normal School—a strong combination.

FRANKFORT has a good school library and a public library of about 1000 volumes; it also has a flourishing Kindergarten. The public schools are in excellent condition. R. G. Boone is the power behind the throne.

CONNERSVILLE.—Schools fuller than ever before. Eleven high school graduates—9 girls, 2 boys. A good corps of teachers, with J. L. Rippetoe at the head. He is now closing his twelfth year in his present position.

JACKSON COUNTY.—Good work has been done by the teachers of this county during the past year. Although the health of the superintendent has not been good, he has manifested great interest, and has been a source of inspiration to teachers.

ISLAND PARK ASSEMBLY.—This meeting, which is to be held next summer at or near Rome City, on a beautiful island in a beautiful lake, will be one of great interest to teachers. For full particulars write to A. H. Gillet, Grand Rapids, Mich.

HISTORICAL ACCURACY.—“Our First Century” says that the first telegraphic message ever transmitted was, “What God hath wrought,” and was sent from Washington to Baltimore by Miss Anna Ellis. Is this correct? State Board please answer. *By the way.*
J. N. B.

Warren Darst, one of the founders of the Ladoga Normal School, and for several years a teacher in it, but who has been absent the present school year, is to return to the school next year. Prof. Darst is one of the finest normal school teachers in the West.

DANVILLE NORMAL.—A letter from Prof. A. C. Hopkins, of the Normal at Danville, says: “We have *six hundred thriving and driving students*. We have ten states and territories represented here now, and over twenty during the year.” This certainly shows well.

READING CONTEST.—The second reading contest by the Vermillion County Reading Association took place April 9th. Several of the leading teachers of the county were engaged in it. The prizes offered were: 1. Bancroft's History U. S., 6 vols.; 2. Gibbon's Rome, 6 vols.; 3. Macaulay's England, 5 vols. The admission fees pay for the prizes.

LADOGA NORMAL.—This school is reported in a flourishing condition, with a working faculty of fifteen members. J. V. Coombs is Principal. At the close of the present year he will turn over the principalship of the school to J. W. Warfel, of Indianapolis, present teacher of Natural Science in the school, and J. F. Gatch, of Ohio, present teacher, as joint principals.

NORTHERN INDIANA NORMAL.—H. B. Brown, Prin of this school, writes April 9th: "Our new term has just opened. The attendance is much greater than it was one year ago. We will enroll more than *two thousand* this term. I am erecting three new buildings and by fall will have three more. • • Mr. and Mrs. Kinsey have returned from Europe and are with us hard at work." Comment is unnecessary.

THE STATE NORMAL SCHOOL has an attendance of four hundred and fifty students this term, being an increase of ten per cent. on the greatest number ever before enrolled in one term. This is, with perhaps two exceptions, the largest State Normal in the United States. None are admitted except those saying that it is their intention to teach at least two years in the state. Three new teachers are added to the corps.

PERSONAL.

C. W. Ford still teaches in Brownstown.

W. I. Davis is superintendent of the Mt. Vernon schools.

J. A. Lynn, late of Williamsport, is now teacher in the Evansville high school.

J. M. Roseberry, well known to many teachers of the state, has gone west to grow up with Appletons' Encyclopedia.

J. V. Coombs, principal of the Ladoga Normal School, is planning to spend next year in the East studying, perhaps at Harvard or Yale.

Eli F. Brown, late of the Indianapolis high school, has been placed at the head of a Department of Natural Science in the State Normal School.

Prof. T. J. McAvoy, Principal of the Indianapolis School of Elocution, has engaged Major J. W. Gordon and others to give free lectures before his school.

H. G. Woody, who for several years past has been in charge of the New London schools, has been elected principal of the Kokomo high school. He will make a good one.

W. W. White, for many years Supt. of the Dublin schools, but for the past two years Professor in Earlham College, has been elected Principal of Rising Valley Seminary, Adrian, Mich. It is understood he will accept the offered place, and if so Indiana will lose one of her earnest, efficient educators.

Wm. T. Harris of St. Louis, and W. H. Payne of Michigan University, two of the strongest educational men in the country, are to lecture before the Island Park Assembly.

A. M. Huycke, a graduate of Ann Arbor, will be principal of the Frankfort high school next year. J. F. Millspaugh, the present incumbent, resigns to engage in the study of medicine.

L. S. Thompson, Prof. of Industrial Art in Purdue University, will conduct a "Summer School of Drawing" at Lakeside, Ohio, in connection with the Lakeside Summer School of Science.

Thomas Charles, formerly well known to many of the Indiana teachers, now a resident of Chicago, recently visited Indianapolis and made the Journal a friendly call. He is now engaged in the school-furniture and supply trade.

JOHN COOPER, Supt. of the Richmond schools, has been elected to the superintendency of the Evansville schools. Mr. Cooper is not by any means a noisy man, but he is a hard worker, a good scholar, and conceded to be an excellent superintendent. His personal worth secures for him the respect and friendship of every one who knows him. He has formally accepted the new place, and yet the Richmond people are making an effort to have him reconsider his action.

Sheridan Cox, Supt. of the Kokomo schools, has again been re-elected to his old place, notwithstanding the statements made some time since that he had decided to retire at the close of the present school year. Mr. Cox is secretary of a mining company in which he owns stock, and the uncertain movements of this enterprise are doubtless the cause of the change of plans. Their recent action shows that the Kokomo school board desire his services as long as he is willing to stay.

BOOK TABLE.

Kindergarten Messenger and New Education, is the name of the "official organ of the American Froebel Union"—published at Syracuse, N. Y.

The School-Master's Trial, by A. Perry. New York: Charles Scribner's Sons.

This little book relates the trials, and finally the *trial* of a school-master, who, after vindicating himself before the trustees and the public, voluntarily resigns his place and becomes head-master of a school that had for its object the teaching of industrial education in connection with mental training. The principal purpose of the book seems to be to advocate the idea that industrial training, both of boys and girls, should be made a part of the common school education. The book is well written, not, evidently, by a practical teacher, however, and no teacher who begins it will consent to stop till he has finished it. It discusses one of the coming problems that must be solved in some way by some body,

The Teacher's Improved Class-Book, published by Ginn, Heath & Co., of Boston and Chicago, should be seen by every teacher using a pocket class-book.

The Christian Union, edited by Lyman Abbott and Henry Ward Beecher, is the best family newspaper that comes to our table. It is always fresh, always liberal, always Christian, never narrow. It deals with all questions that relate to man's life and duties. Its summary of current events throughout the world is the best we see, and we see many. It is published in New York.

Our Little Ones, the new child's magazine published by the Russell Publishing Co., Boston, Mass., has reached its 6th number, and keeps up the high character indicated in the first issue. It is a few years older (in matter) than the "Nursery," but not so old as "The Wide Awake" or "St. Nicholas," but is as perfect in its adaptation to the wants of those it is designed for as either of the others, and that is saying a great deal. It will prove a well-spring of joy in every household where there are "little ones."

People's Cyclopedia of Universal Knowledge—By W. H. De Puy. J. M. Olcott, Indianapolis, agent for Indiana.

The above work is comprised in two volumes, of something more than a thousand pages each. The author has attempted to make it what the name indicates—a cyclopedia for the people. By excluding the lengthy scientific, professional, and historic articles found in the large encyclopedias and condensing useful information in regard to important things and events, a valuable work has been produced. On the other hand it is not so condensed as to become a mere dictionary—there is no attempt to include everything. Liberal space is given to important matters and things of general value and interest. It is well illustrated by cuts and its maps are superior. It is certainly a valuable work. Its comparatively low price will bring it within the reach of many who are unable to purchase one of the large encyclopedias.

Syllabus of Lectures in Anatomy and Physiology. Davis, Bardeen & Co., Syracuse, N. Y.

This book contains 82 pages of topics and as many blank pages for notes, and is designed by Prof. T. B. Stowell, A. M., of the State Normal and Training School, Cortland, N. Y., as he says in the preface, "with reference to aiding my classes in Physiology, and is to be used in connection with demonstrations in Anatomy, charts, diagrams, stereopticon views and the microscope. It is not a substitute for works of reference, text-books or notes." The topics are arranged for thirty-five lectures, and the syllabus is for Prof. Stowell's classes no doubt what he designs—"simply an aid." Such a work may help the teacher in arranging work; the better way for high school teachers, in our judgment, is to put a solid text-book, like Huxley and Youmans in the hands of each pupil, and then make up his own tables of topics from the text, making such additions from other sources as the time and ability of the class demands. The three sections which treat of the foetal heart, pre-natal circulation and degree of development of the brain at varying weeks of embryonic growth are doubtless well enough for normal students, who

certainly should be versed in the physiology of reproduction and development; the present state of public sentiment, however, does not permit these important subjects to be broached, in mixed classes at least, in the public schools.

A Treatise on Physiology and Hygiene—By Joseph C. Hutchinson, M. D. New York: Clark & Maynard. J. D. Williams, Chicago, western agent.

This book, in about 250 pages, presents the leading facts and principles of human physiology and hygiene in clear and concise language, so that pupils in schools and readers not familiar with the subjects, may readily comprehend them. Dr. Hutchinson is a medical man of high standing, so, while his book is freed largely from technical terms and simplified, it is strictly scientific and up to the latest thought on all the subjects treated.

The division of the subject, the treatment of the subject, the "reviews," the "notes," the practical matter and methods of presentation, combine to make this one of the best, if not the best book on this subject, for school use, within our knowledge.

Whipple's Animal Analysis. Jansen McClurg & Co., Chicago. Price 75 cents.

A collection of fifty double pages of blanks to be filled by pupils, from study of specimens or statements of books and teachers. In the hands of a teacher who works from the object, and keeps his class at dissection and observation, this will be a useful record. It demands works which have analytical keys to and descriptions of species, and the school, moreover, must have a cabinet to get the best use of the book. With the zoologies and methods ordinarily used the book will, we fear, simply perpetuate and strengthen the senseless study of animals from books alone. Its avowed purpose is to get pupils to use the zoology as an *aid*, but we fear the pupil will put in his record more of what he has read and heard, than of what he has *seen*. The Record is based on Agassiz's "Essay on Classification," and "Methods of Study in Natural History," which are almost servilely followed.

"Form," as marking families, was fully developed by Agassiz, and is universally admitted by zoologists, but we have not been able to make clear to pupils all of the almost mystical expressions, "Plan of Structure," "Execution of the Plan," "Complication of Structure," "Details of Structure in Special Parts," as characterizing branches, classes, orders, and genera respectively. Prof. Whipple's Reference List for Students is exceedingly slim; it omits Leconte, Edwards and Harris on Insects, and in Vertebrates that *vade mecum* of the working zoologist, Owen's Comparative Anatomy. No work on Mollusks or Radiates is mentioned.

The Appendix is excellent, as it gives six pages of notes on collecting and preserving specimens and forming a school cabinet, without which little beneficial work can be done. Mr. Whipple advises the use of arsenical soap in preserving, as cheaper and better than dry arsenic (at 12½ cts. per lb.) We suggest to amateur collectors the following from Dr. Elliot Cones' Manual of Ornithological Taxidermy, the highest authority on such matters: "Avoid especially all the so-called arsenical soaps; they are at best filthy preparations poisonous in the extreme when applied to a greasy skin."

Eclectic History of the United States—By M. E. Thalheimer. Cincinnati: Van Antwerp, Bragg & Co.

The above is a new history of the United States, and is by an author well known to readers of history. She is the well known author of "A Manual of Ancient History," "A Manual of Mediæval and Modern History," "An Outline of General History," "A History of England," etc. Her style is clear and forcible, her selection of matter is excellent, and her arrangement is connected and logical. As times advance and new light is thrown upon old facts and new matter is added, it seems wise that from time to time there should be a new recital of facts and principles of American History, and Miss Thalheimer in doing this work has given us an attractive book.

The paragraph headings in heavier type that will serve for topical recitation, the review questions, the "notes," the questions on the constitution, the excellent cuts and maps, are all attractive and commendable features of the book. The publishers have spared neither expense nor effort to beautify the book and make it attractive.

Gleanings from the Fields of Art—By Ednah D. Cheney. Boston: Lee & Shepard.

The above is a book of about 350 pages, devoted to art study—a study that in these latter days, is receiving a great deal of attention. Many persons who never expect to become artists find great pleasure in studying the history, the purposes, and the principles of art in order that they may better appreciate it and better enjoy it. The author writes in a vigorous, clear style, and before one reads a page he feels that he is following a master. Any one interested in this subject—and many should be, will appreciate this book very highly. The book treats of the following subjects: Art (in general), Greek Art, Early Christian Art, Byzantine Art, Restoration of Art in Italy, Michael Angelo, The Poems of Michael Angelo, Spanish Art, French Art, Albert Durer, Old German Art, American Art, English Art, David Scott, Contemporaneous Art.

A German Reader for High Schools, with Vocabulary and Questions—By Wm. H. Rosenstengel, A. M. St. Louis: G. I. Jones & Co.

The above is not a primary reader, but is one intended for the use of pupils who have finished a short German grammar.

It is composed of easy selections adapted to the wants of pupils, taken directly from the standard German editions.

The questions asked about each lesson furnish an excellent basis of conversation between teacher and pupils. Some suggestions are given as to the best method of using the book, which teachers will value. Teachers of German will do well to examine this little book, as it certainly has merit.

Across Patagonia—By Lady Florence Dixie. New York: R. Worthington.

Patagonia, so long an unknown land, bids fair to become known, since this is the third book which has been published in regard to that land once famed as the land of giants.

Lady Florence Dixie, her husband, two brothers, and Mr. Julius Burbohen

sailed from England on the 16th December, 1878, for a hunting and exploring tour in Patagonia. Mr. Burbohen had previously traveled in this country, his adventures being entitled, "Wanderings in Patagonia."

The tour of this party is little more than a series of hunting adventures, the book containing no maps, no descriptions of animals or plants, or data interesting to the student of geography.

The party landed at Sanny Point, formerly a penal colony of Chili, but now of some commercial importance in consequence of the great increase of travel through the Straits of Magellan.

One is left in ignorance as to the length of the trip or the route followed, save that in the dedication it is spoken of as "six months wanderings over unexplored and unbroken ground." The limit of the trip was the Cordilleras.

A good description is given of the Tehuelche, the pure blood Patagonian Indian. The men average about six feet in height, with an extraordinary development of chest and muscle. Their features are regular, the nose aquiline, the form of the head affording a favorable index to their mental possibilities. They wear little hair upon the face, and such growth as may appear is carefully eradicated. They are fast disappearing, numbering at present only about eight hundred. They lead a wandering life, following the ostrich and guanaco. The women are industrious, making capes or cloaks, weaving bright garters and fillets. Marriages are matters of great solemnity and the tie is sacredly kept.

The trip being a hunting expedition, the greater part of the book is given up to experiences in hunting the guanaco and ostrich. The guanaco is the New World Camel, and is one of the fur species of the Llama. In its wild state it lives in herds of from ten to forty—following the leader as in the case of sheep. The height at the shoulder is about three feet six inches. They are hunted with dogs.

By the ostrich is probably meant the Rhea, the American representative of the ostrich. This bird averages a height of about five feet, abounding in the plain of La Plata and ranging south to the Straits of Magellan.

The account of the trip is written interestingly, and the book is well illustrated by sketches taken on the spot by Mr. Burbohen.

Appletons' Standard Higher Geography. New York: D. Appleton & Co. C. E. Lane, Chicago, Western Agent.

Some months ago a notice was given of the Elementary book of this series, and now the "Higher" book is before us. This is a two-book series, and is based throughout on scientific principles. Special attention is given to the industrial, commercial, and practical features of the subject. The matter is well selected and excellently arranged. It is profusely illustrated with engravings that can not be improved upon. The maps, political, commercial, and physical, are accurate, and beautiful beyond our criticism. We have never seen them equaled in delicacy of tint and artistic arrangement. The books are both up to the latest and best thought on this subject in matter, method illustrations, and maps, and are more beautiful to look upon than any books before published.

BUSINESS NOTICES.

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Texas has about 3000 miles of railroads, and another thousand in process of construction; its school fund is thirty millions of dollars, far exceeding that of any other state in the Union; its taxes are limited by the constitution, and are the lowest of all the states in the Union; its population is increasing by immigration alone at the rate of 250,000 per annum; its climate is exceedingly healthful—the annual mortality being less than 16 to 1000!

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Prof. W. S. Goodnough, Supt. of Drawing in the Columbus, O., schools, will conduct his usual Summer Art School in Columbus. Prof. Goodnough stands well as an art teacher.

Prof. M. B. Anderson, of the Indianapolis High School, desires private pupils in the study of Modern Languages during the summer vacation. Prof. Anderson has made two trips to Europe to qualify himself, and will doubtless give eminent satisfaction.

The Lakeside Summer School of Science, to be held at Lakeside, not far from Sandusky, Ohio, will doubtless be one of the best schools of its class in the country. Prof. W. H. Wiley, of Purdue University, and one of the best chemists in this state, is to be Specialist in Chemistry. In every instance, the man who is to have charge of a department, stands high in his chosen branch of science. See advertisement on another page.

The Summer School of Elocution and Shakespearean Reading will open July 6, 1881, at Indianapolis. For particulars address T. J. McAvoy, Room 64, Fletcher & Sharpe's Block, Indianapolis. 4-3t

The Purdue Normal, which was so successful last summer, will open again about the middle of June, under the joint management of Prof. E. E. Smith and W. H. Caulkins, the county superintendent. The facilities afforded by the college will enable them to make this one of the best normals in the state.

AGENTS WANTED for MITCHELL'S ATLAS OF THE WORLD.

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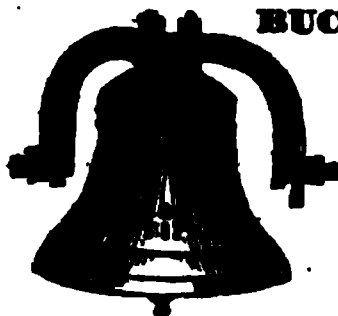
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INDIANA SCHOOL JOURNAL.

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No. 6.

AUTHOR-STUDY BY READING CLASSES—III.

E. E. SMITH, PRIN. PURDUE ACADEMY.

IT having been suggested that, instead of methods and a brief historical sketch of an author, we give this month a specimen of actual class work, we comply with the suggestion, as it may be beneficial in the way of a change, if in no other way. The writer's class in English, preparatory to the Freshman year, devotes about four months of a year's work to analysis, parsing, criticisms and synthesis—the exercises being so selected as to require both study and practice. The remaining five months are devoted to the study of Composition and Elementary Rhetoric (three days in the week), and to the study of authors and their works (two days in the week).

As stated in the last report of Purdue University, "The one great deficiency in the young people that come to us, notwithstanding years of previous schooling, is their inability to express themselves with fluency, ease, or originality upon even the most common topics." To this might have been added their lamentable ignorance of even the most noted authors and their works. The objects aimed at by the author-study of this class have been acquaintance with authors, acquaintance with their works, new thoughts, new modes of expressing thoughts, an increase in the

number of words in individual vocabularies, different views of subjects from different standpoints, etc.

Following is the outline prepared by the writer and followed by the class in the study of the poem "Evangeline:"

1. Brief biographical sketch of Longfellow.
2. Brief historical sketch of the Acadians.
3. Epitome of the poem "Evangeline."
4. Chief and subordinate characters in the story.
5. Places of note.
6. Striking scenes.
7. Striking incidents.
8. Metre in which written, with formula.
9. Select a line and scan it.
10. Fine thoughts noted. Points of beauty in the thoughts.
11. View of scholar as to the author's object in writing the poem.
12. Individual and class criticisms upon the work presented by the pupils. (The work, as prepared by the students, was outlined upon the board and thoroughly discussed in the class. Each pupil's paper was then, in turn, submitted to the criticism of three other pupils, copied and finally submitted to the teacher's examination).

Below we give papers selected from over thirty of each kind as fair representatives of the work prepared :*

HENRY WADSWORTH LONGFELLOW.

Henry Wadsworth Longfellow, the world-renowned American poet, was born in Portland, Maine, Feb. 27, 1807. He was a son of Hon. Stephen Longfellow, and a descendant of William Longfellow, of Hampshire, England, who in 1651 emigrated to Newbury, Mass., in 1676 married Annie Sewall, and was drowned in the St. Lawrence, near Anticosti, in 1690.

On his mother's side, he is a direct descendant of John Alden (of "Miles Standish Courtship" fame), who came over in the

* The class has used to decided advantage "American Poems" and "American Prose," two most excellent works published by Houghton, Mifflin & Co., Boston.

Mayflower, and was among the first to place his foot upon Plymouth Rock.

He entered Bowdoin College in 1821, and graduated in 1825, after which he studied law for a short time.

Having received the appointment of Professor of Modern Languages, he went abroad in 1825, and spent three years and a half in Italy, France, Germany, Holland, Spain and England, preparing himself for the Professor's chair.

In 1835 Mr. L. was tendered the Professorship of Belles Lettres at Harvard College, and a second preparatory trip was made through Europe.

In 1854 he resigned his seat at Harvard and devoted himself entirely to literary pursuits.

Since that time he has written "Hiawatha" (1855), the most famous of his poetical writings.

Mr. Longfellow has resided in the city of Cambridge, Mass., and in the mansion known as the "Craigie House," since 1837.

Hale and hearty, he is now in the 74th year of his age, enjoying the admiration, respect, and love of his countrymen, "whose hearts he has reached by the simple but touching pathos of his writings."

HARRY L. KRAMER.

PURDUE UNIVERSITY, May 3, 1881.

ABSTRACT FROM THE HISTORY OF THE ACADIANS.

The country now known as Nova Scotia was formerly called Acadia, and was inhabited by French farmers and fishermen. The English exercised only a nominal control over them. In 1749 the English began to make settlements also.

A jealousy sprang up between the English and the French. The point of special dispute was the oath of allegiance to the English government demanded of the Acadians. This they refused to take, except in a modified form, to excuse them from taking up arms against the French.

The question was, how to deal with the Acadians. To require them to withdraw to Canada or Louisburg would only strengthen the hands of the French, and make the neutrals decided enemies. The English government resolved to remove the Acadians to different parts of America.

In the haste and confusion in which this was done many families were separated, and some never came together again.

The story of "Evangeline" is a story of such a separation.

MARY SAMPLE.

THE STORY OF EVANGELINE.

The small village of Grand Pré was situated near the shore of Minas Basin, in a quiet, productive valley. The meadow-land stretched to the east; the farmers had raised dikes for protection from the tide. On the south and west were orchards, and fields of flax and corn. To the north were forests. Over all at times hung the mist from the ocean. The houses of these people were well built from the material of the oak and hemlock forests. The roofs were thatched.

At sunset of a quiet summer evening, the women convened together, talking, singing, and running the distaff. As the parish priest came among them, the children stopped their play to kiss his hand and receive a blessing. The maidens gave him a hearty welcome. As twilight approached the farmers returned from the fields. Every morning, noon and night the bell called these people to prayers.

A short way from the village lived Benedict Bellefontaine, the wealthiest of the farmers. The household cares rested upon his daughter, Evangeline. She was beautiful—fair, with black eyes and brown hair. Their home stood on the side of a hill, looking out to the sea. A sycamore tree grew by the door, over which twined a woodbine. The porch, which was rudely carved, contained seats. From this pleasant place a path led to the orchard and meadow. On down the hill-slope was the well with the bucket o'er-grown with moss, and a trough for watering the horses. On the north stood the barns and farming implements. This was the home of Evangeline.

Many a youth looked upon her as an ideal, a model lady, but none stood so high in her estimation as Gabriel, the son of the village blacksmith. They had grown up together from childhood, learning lessons and hymns from the same book. After lessons were over, they hastened to watch the blacksmith at his work.

Time glided by, and childhood gave place to manhood and womanhood. One evening, as Evangeline was spinning the flax for the loom and the father was sitting by the fireside, the door opened and in came Basil the blacksmith and his son. They were always welcome. Basil spoke of the English ship waiting in the harbor, and of the command to meet on the next day in the church to hear the King's proclamation. Shortly after the aged notary made his appearance, and the settlement, as regards the dowry of Evangeline, was completed. The curfew bell tolled nine o'clock, and the guests returned to their homes.

On the next morning the guests were assembled, enjoying the feast, until the ringing of the bell and the beating of the drum summoned them to church. The women waited in the churchyard. The guard arrived from the ships and the commander declared the Acadians prisoners. They attempted to escape, but it was of no use. Basil attempted to defend in words, but was struck down by one of the soldiers. Then the priest entered and mildly rebuked them for acting thus in the house of God. Twilight darkened and the priest conducted the evening service.

The tidings of ill reached the village. Evangeline waited long for her father's return; then at sunset she went to the village, cheering those who were mourning; thence passed on to the church, hoping there to see her lover. Not being successful, she loudly called his name; but no answer came, and she sadly returned to her home.

On the fifth day the Acadian women, with their household goods, passed down to the ships. Late in the evening the church doors were opened and the prisoners, accompanied by the guard, marched slowly down to the shore—first, the young men, then the fathers, singing as they went. Half way down to the shore, Evangeline was waiting and watching for loved ones. The first she saw was Gabriel, his face all pale. She ran and clasped his hands, speaking words of cheer. Then came her father—so changed! She embraced him with a smile, speaking words of endearment. Thus they went to the ships, and in the confusion families were separated—wives from their husbands—children from their parents—and lovers from each other. Basil and Ga-

briel were put into separate ships, while Evangeline was still on the shore with her father. When twilight came, not half of the task was completed, and those remaining were compelled to lay encamped for the night.

The herds returned from the pastures and awaited at the bars for the coming of the milk-maids. The bell no longer called the people to prayer—their homes were all deserted. Fires had been kindled on the shore. The faithful priest wandered from fire to fire, blessing and cheering his people. He came to where Evangeline was with her father, who seemed to have lost all energy, thought and emotion. Evangeline strove in vain to cheer him. She offered him food, but he would not look, move or speak; only stared vacantly into the fire-light. “Benedict,” said the priest, compassionately; but he paused as he beheld his awful sorrow, laid his hand on the head of Evangeline, and they silently wept together. While thus they sat in their sorrow, there suddenly arose a light from the south, which proved to come from their dwellings. Realizing the fact, the people cried, “We shall behold no more our homes in the village of Grand Pré!” Evangeline was overwhelmed; she gazed in terror on the spectacle, and then turned to speak to her father, who lay as he had fallen upon beholding the destruction of their homes. He was dead. The priest slowly raised his head, and Evangeline knelt by his side, giving utterance to her terrible grief. She sank into a swoon and lay all night with her head on his bosom. When she revived she saw many mournful eyes looking upon her. The priest said kindly, “Let us bury him here by the sea. When a happier season brings us again to our homes from the unknown land of our exile, than shall his sacred dust be piously laid in the churchyard.” They buried him there without bell or book, by the light of their burning village.

Soon the morning dawned and the embarking was renewed. At ebb-tide they sailed away from their ruined homes and were scattered along the Atlantic shore. They were friendless, hopeless and hapless, and wandered from city to city, and village to village. Many gladly would have welcomed death and the grave as their best friends.

Among these disconsolate ones we recognize Evangeline, who is yet patient and meek in spirit. She is fair, but her life seems incomplete. She wanders from place to place, searching for him who is all to her. Sometimes she hears some rumor which causes her to hasten forward, only to be disappointed, or to find, when she inquired for him, that he had been there, he and his father, but that long ago they had passed onward. Others said, "Gabriel Lajennesse! Oh, yes! we have seen him; he is a boatman in the Louisiana low-lands." Then they would discourage farther search and urge her to marry some one else and be contented. But she sadly answered she could not, for Gabriel was the one she sought, and no one else had a claim upon her affections. The priest encouraged her, and everything seemed to say to her, "despair not."

Thus she wandered on. In May they went down the Mississippi River below the Ohio, in a boat rowed by some Acadians. It was a company of exiles looking vainly for their friends or relations. They passed on, camping at night on some of the beautiful islands. One night, while thus they encamped, a small boat, unobserved by them, passed on the other side of the island to the north. This contained the lover. He sat at the prow busily plying the oar, with a sad, disappointed look. Gabriel, having given up all hope, sought in the West something to drown his sorrows.

Still floated down stream Evangeline and her friends. They came to the French settlement. A short distance back was a house surrounded by a garden. Back of the house a path led to the prairie. Here was the herdsman watching his herds. He turned to go to his house when he saw the strangers and recognized the priest and Evangeline, who in turn recognized him. He inquired if they had seen Gabriel, as he had just started that day. To a negative response, he said they would follow the next day and overtake him. Early the next morning Evangeline and Basil started, leaving the old priest behind. Many days they hurried on, hearing nothing of Gabriel until they came to a Spanish town, from whence on the day before, with horses and guide, he had passed on over the prairie. For days and days

they followed on, hoping to catch him. But their hopes were continually blasted. Finally they came to a Jesuit mission, and again heard he had passed on a few days before, but that he would return in the spring. Evangeline resolved to await his coming. She waited the time, but he came not. She heard of his being in the forests of Michigan, but she arrived at the place only to find it deserted.

Then she went East to Pennsylvania, and passed among the people administering to the sick and doing good. She attended at the hospital at the time of pestilence. There at last she met her lover, now an old man. She uttered a cry of anguish which was observed by the dying man. Thus at last they looked upon each other before death claimed them as his victims. They were buried side by side in the Catholic church-yard in the heart of the city. The sorrows of their lives were swallowed up by the grave.

CHARACTERS, PLACES, SCENES, ETC.

CHARACTERS.	Chief	{	Evangeline Bellefontaine.
		{	Gabriel Lajennesse.
	Subordinate.	{	Benedict Bellefontaine.
			Basil Lajennesse.
			Father Felician. (The priest.)
			French Peasants.
			Michael. (The fiddler.)
			English soldiers.
			English commander.
			Shawnee widow.
			Black-robed Chief.
			Indian guides.
PLACES ...	{		Grand Pré.
			Minas Basin.
			Sandy Beach.
			Home of Evangeline.
			Mississippi River.
			Basil's Plantation.
			Ozark Mountains.
			Jesuit Mission.
			Michigan Forests.
	{		Saginaw River.
			Philadelphia.

SCENES and INCIDENTS	{	The calling of the Acadians to the church.
		Death of Evangeline's father.
		Arrival in New England.
		Evangeline's trip down the Ohio and Mississippi Rivers.
		When passed by Gabriel.
		The tour to the Jesuit Mission.
		Michigan Forests, and Philadelphia.
		While at the Home of the Homeless.
		Gabriel's death.

FRANK BRIGHT.

METER, OBJECT OF POEM, ETC.

METER.....	{	<i>Kind</i> —Dactylic Catalectic Hexameter.
		<i>Formula</i> —a u u \times 5 + a u.
		<i>Line Scanned</i> —"Sōft wās thē vōice ōf thē priēst, ānd hē spāke wīth ān āccēt ōf kīndēss."
AUTHOR'S OBJECT IN WRITING THE POEM.	{	1. This poem was written to show the love and faithful devotion of a woman.
		2. To excite sympathy in behalf of the Acadians.
		3. To gain a reputation, or rather, literary fame.

FINE THOUGHTS.

"Filled was the air with a dreamy and magical light."

"Silently, one by one, in the infinite meadows of heaven,
Blossomed the lovely stars, the forget-me-nots of the angels."

"The sun from the western horizon
Like a magician extended his golden wand o'er the landscape;
Twinkling vapors arose, and sky and water and forest
Seemed all on fire at the touch, and melted and mingled together."

"Over her head the stars, the thoughts of God in the heavens,
Shone on the eyes of man, who had ceased to marvel and worship."

"Bright rose the sun next day; and all the flowers of the garden
Bathed his shining feet with their tears, and anointed his tresses
With the delicious balm that they bore in their vases of crystal."

"And over all is the sky, the clear and crystalline heaven,
Like the protecting hand of God inverted above them."

"Sweet was the light of his eyes; but it suddenly sank into darkness,
As when a lamp is blown out by a gust of wind at a casement."

LULU ROSA.

READING—VI.

*THOUGHT-ANALYSIS ILLUSTRATED.

JOSEPH CARHART.

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DAN'S BULL-FIGHT—CHAPTER IX., APPLETONS' FOURTH READER.

1. On Saturday afternoon, as a party of the boys went out to play, Tommy said:

“Let's go down to the river and cut a lot of new fish-poles.”

“Take Toby to drag them back, and one of us can ride him down,” proposed Stuffy, who hated to walk.

“That means you, I suppose. Well, hurry up, lazy-bones,” said Dan.

2. Away they went, and, having got the poles, were about to go home, when Demi unluckily said to Tommy, who was on Toby, with a long rod in his hand:

“You look like the picture of the man in the bull-fight, only you haven't got a red cloth, or pretty clothes on.”

“I'd like to see one; wouldn't you?” said Tommy, shaking his lance.

3. “Let's have one. There's old Buttercup, in the big meadow: ride at her, Tom, and see her run,” proposed Dan, bent on mischief.

“No, you mustn't,” began Demi, who was learning to distrust Dan's propositions.

“Why not, little fuss-button?” demanded Dan.

“I don't think Uncle Fritz would like it.”

“Did he ever say we must not have a bull-fight?”

“No, I don't think he ever did,” admitted Demi.

4. “Then hold your tongue. Drive on, Tom, and here's a red rag to flap at the old thing. I'll help you to stir her up;” and over the wall went Dan, full of the new game, and the rest followed like a flock of sheep—even Demi, who sat upon the bars, and watched the fun with interest.

*For a discussion of the psychological basis of the method of thought-analysis herein illustrated, see the writer's article in the March Journal.

5. Poor Buttercup was not in a very good mood, for she had lately been bereft of her calf, and mourned for the little thing most dismally. Just now she regarded all mankind as her enemies (and I do not blame her); so, when the ~~matadore~~ came prancing toward her with the red handkerchief flying at the end of his lance, she threw up her head and gave a most appropriate "Moo!"

6. Tommy rode gallantly at her, and Toby, recognizing an old friend, was quite willing to approach; but, when the lance came down on her back with a loud whack, both cow and donkey were surprised and disgusted. Toby backed with a bray of remonstrance, and Buttercup lowered her horns angrily.

"At her again, Tom! She's jolly cross, and will do it capitally!" called Dan, coming up behind with another rod, while Jack and Ned followed his example.

7. Seeing herself thus beset, and treated with such disrespect, Buttercup trotted around the field, getting more and more bewildered and excited every moment; for, whichever way she turned, there was a dreadful boy yelling, and brandishing a new and very disagreeable sort of whip. It was great fun for them, but real misery for her; but she soon lost patience, and turned the tables in a most unexpected manner.

8. All at once she wheeled short around and charged full at her old friend Toby, whose conduct cut her to the heart. Poor, slow Toby backed so precipitately, that he tripped over a stone, and down went horse, matadore, and all, in one ignominious heap; while distracted Buttercup took a surprising leap over the wall, and galloped wildly out of sight down the road.

9. "Catch her!—stop her!—head her off! Run, boys, run!" shouted Dan, tearing after her at his best pace; for she was Mr. Bhaer's pet Alderny, and, if anything happened to her, Dan feared it would be all over with him. Such a running, and racing, and bawling, and puffing, as there was before she was caught! The fish-poles were left behind. Toby was trotted nearly off his legs in the chase; and every boy was red, breathless, and scared.

10. They found poor Buttercup, at last, in a flower-garden, where she had taken refuge, worn out with the long run. Bor-

rowing a rope for a halter, Dan led her home, followed by a party of very sober young gentlemen ; for the cow was in a sad state, having strained her shoulder in jumping, so that she limped, her eyes looked wild, and her glossy coat was wet and muddy.

Louisa M. Alcott.

ANALYSIS.

1. What is the author's subject? Ans. A play of a party of boys, consisting in a mock bull-fight.
2. Where did it occur? Ans. In a big meadow.
3. When did it occur? Ans. One Saturday afternoon.
4. What circumstances led to, or caused, the play? Ans. A party of boys being together on a holiday, Tommy proposed that they go to the river to cut fish-poles ; Stuffy, the lazy boy, proposed that they take the donkey ; Demi, the imaginative boy, discovered a resemblance between Tommy on Toby and the picture he had seen of the man in a bull-fight ; he announced his discovery, and immediately all the boys wanted to see one ; reckless Dan proposed that they have a bull-fight with Buttercup, in the meadow, near by ; by his power over the boys Dan overruled the conscientious objections of Demi ; the cow, having been bereft of her calf, was in an angry mood, and ready for a fight.
5. What was the purpose of the play? Ans. The boys' purpose was sport.
6. What were the parts of the fight? Ans. On the basis of actors the fight consisted of the acts of the cow, the donkey, Tommy, Dan, Ned and Jack. On the basis time or sequence of acts, Tommy rode at Buttercup ; Buttercup showed fight ; Tommy struck her with his lance ; Dan, Jack and Ned came with rods and joined the attack ; Buttercup trotted around the field, followed by her tormentors ; finally she wheeled, charged upon Toby, unhorsed the matadore, and ended the fight.
7. What was the effect of the fight? Ans. The cow leaped over the wall and galloped down the road ; she strained her shoulder, and was reduced to a sad plight generally ; Toby was trotted nearly off his legs in the chase ; the boys were red, breathless and scared, and probably convinced that sport, involving

cruelty to animals and disregard of the rights of others, did not pay.

8. Of what whole was the play a part? Ans. Of the boys' school life at Plumfield, described in "Little Men," written by Louisa M. Alcott, and published by Roberts Brothers; price \$1.50.

9. What was the fight like? As a means of impressing the moral involved, the pupils should be led to see the resemblance between the lesson and similar acts that have come within their own observation. The same purpose could be realized by the teacher reading to the class other parts of Chapter VI. of "Little Men," and lead them to observe the points of likeness between this and the other incidents, and at the same time the pupils would be impressed with a desire to read the book and become better acquainted with "Joe's Boys."

10. What was the fight unlike? The pupils should be led to see the difference between "Dan's Bull-Fight" and an afternoon's sport which did not violate any moral law—an example taken from their own experience would be most effective, provided the teacher did not lead the pupils to suspect that he was trying to make them good. The purpose could be realized and the desire to read the book strengthened by reading to the class Chapter XXI., and leading the pupils to remark upon the points of unlikeness.

It may be difficult to create in all the pupils a desire to read some book, by means of the reading lesson, and more difficult for many who have the desire to obtain the book and find time to read it, but any teacher who has never tried systematically to accomplish that end would be greatly surprised and gratified by an intelligent and persistent effort in that direction.

"In the morning sow thy seed, and in the evening withhold not thy hand: for thou knowest not whether shall prosper, either this or that, or whether they both shall be alike good."

Time is short, and if your cross be heavy remember you have not far to carry it.

NEAR-SIGHT—ITS CAUSE AND PREVENTION IN THE SCHOOL-ROOM.

C. B. MILLER, M. D., MEMBER SCHOOL BOARD.

It is well, perhaps, that as parents and teachers we do not fully appreciate the responsibility resting upon us in the care and training of the youth committed to our charge, as, were we to do so, few would have the temerity to assume the position.

It is a principle of law that no one who violates its provisions may claim immunity on the plea of ignorance. Punishment for infractions of the laws of health is visited equally on the unlearned and the scientist.

To a considerable extent the same rule holds as to our obligations in the relation of parent or teacher. The failure to properly mould the character and train the intellectual faculties, important as is the duty, may in part be compensated for in the future, and is, therefore, not wholly irremediable, but the fastening upon children of a disease or disability that acts to their serious disadvantage through life, and is not only incurable but liable to be transmitted to their children, is extremely culpable, and something we should seek, by every means in our power, to avoid.

That such maladies are often acquired in the school-room, and that the means of prevention are largely, if not entirely in the hands of teachers, it is the aim of this paper to demonstrate, and attention will be called to but one of many, viz:

NEAR-SIGHTEDNESS.

It being universally conceded, that of the special senses, sight is the most important, its conservation is therefore of the utmost consequence.

The questions that present themselves are—

- 1st. What is near-sight?
- 2d. How is it produced?
- 3d. How may it be prevented?

In order that the subject may be more clearly comprehended, a brief study of the mechanism of accommodation—that is the ability of the eye to adjust itself to objects at different distances—will be advantageous.

Rays of light entering the eye in order to produce perfect vision, must all be brought to an exact focus on the surface of the retina, otherwise the image will be dim and indistinct. The convergence of these rays is accomplished chiefly by the crystalline lens, and that this may be done properly the density, curvature of surface, and distance from the retina, must be accurately adapted to each other. If the density or convexity, and consequently refractory power be too great, or it be placed too far from the retina, the rays will converge too soon and will cross each other before the retina is reached, and the image will be imperfect, constituting myopia or short-sightedness. If, on the contrary, the lens is too flat or the distance from the retina too short, the range will not come to a focus at all—or rather would do so behind the retina, and hyperopia, or far-sightedness, is the result.

So much for the relationship these parts must sustain to each other for objects at a fixed distance, but in order to view them at variable distances a change in the position or convexity of the lens is necessary. This change is effected by the ciliary muscle, which, when contracting carries the lens forward, as supposed by Mr. Bowman, or by relaxing its capsule, allows it, of its own elasticity, to become more convex (the latter being probably the correct explanation), and adapts the eye to the perception of near objects, and by its relaxation to those at a distance.

You perceive what an important part this seemingly insignificant little circular band of muscular fibers plays in the organ of vision. Bear in mind that the viewing of near or minute objects calls this muscle into action, and, if long persisted in, induces fatigue, when the contraction may become spasmodic, and temporary near-sightedness ensue. Constant recurrence of this condition, by bringing about changes, both in the muscle and the lens, produces permanent disability, which tends to increase, and may in exceptional cases lead to blindness.

The causes of near-sight become, from the foregoing, nearly obvious. It is rarely congenital—although the children of near-sighted parents, other things being equal, are more apt to acquire the difficulty.

It is seldom found in children who have not commenced school life. Its production is usually due to over-exertion in work on minute objects, fine print, intricate maps, in a stooping or constrained position; to reading from a book resting on a table; to want of sufficient or properly placed light; to looking through imperfect window glass which distorts everything viewed, and to continuous or excessive study.

Erisman states that of 4,378 pupils studying out of school hours, of those studying two hours extra, seventeen per cent.; of those studying four hours extra, twenty-nine per cent.; and of those studying six hours extra, forty per cent. were near-sighted. Slate and black-board work, particularly by artificial light, is especially trying to the eyes of many pupils, and it is a subject for serious consideration whether the cultivation of order and systematic slate work, so constantly aimed at in many schools, is not at the expense of a greater or less degree of near-sightedness among the pupils. Recent investigation convinced me that it prevails in our community to an alarming extent, though in many instances the subjects, as well as the parents are not aware of the defect, and in every case that has come under my observation I have been able to trace its origin to the school-room or duties connected therewith. I have made the inquiry and been assured that almost no estimate could be placed on the value of the service that would restore to them normal vision, and yet the majority of cases are beyond cure. Is it not imperative that we apply ourselves to the prevention of this wide-spread and rapidly increasing evil?

Great attention has recently been directed to the frequency of color-blindness in view of the many accidents from inability to distinguish colored signals, and applicants for positions where such discrimination is required are in many places carefully examined in this particular—and the large number of color-blind is astounding. Add to this the near-sighted, and the multitude that

will be cut off from many of the avocations of life, will almost be beyond compute.

Now as to the means of prevention—

1st. See to it that pupils do not attempt work in an insufficient light, or one that does not proceed from a proper direction.

2d. Avoid work on minute objects or fine print for any great length of time, and require no pupil to observe maps, drawings, or board-work where the distance is such that vision is not perfectly distinct.

3d. When pupils sit by a window, the glass of which is defective, prevent as far as possible their looking out, and exert all your influence with school authorities, and in fact every body else, to use only the best plate-glass in windows where objects are to be viewed from the interior.

4th. Avoid giving such tasks as will require great length of time outside of school for their completion.

All schools should be provided with, or extemporize a set of test-type, and the pupils be frequently examined to ascertain the range of vision; and as soon as it is discovered that there is the slightest symptom of near-sightedness developing, rest should be enjoined, and, if possible, an oculist consulted before the trouble becomes permanent.

Instruct pupils that glasses should be worn to do work, when the eye quickly becomes fatigued, or it appears dim and indistinct, and get rid of the popular fallacy that their use should be postponed as long as possible. Inform them that the glasses in a spectacle frame, as in any other optical instrument, should be perfect lenses of corresponding focal length, uniform density and true surfaces, that the refractive power may be the same throughout. Many of the glasses sold for the best quality are defective in these particulars, while in the lower grades it is the exception to find two glasses in the same frame that correspond, and I have no doubt this is the reason eyes sometimes fail more rapidly after commencing their use. Common glasses that are sold should be entirely condemned.

Books should be printed with narrow or double columned

pages and on buff paper, as the eye is not achromatic; and if the blue color of the solar spectrum be suppressed the spectrum of diffusion on the retina is to a certain extent avoided, and the eye greatly relieved.

If I could so impress you with a sense of your responsibility in this matter as to cause you to be ever on the alert to guard your pupils against impaired sight from the causes named, I should feel that I had spent my time in preparing this paper and occupying yours in reading it, to an excellent purpose.

I have availed myself of the standard works on Physiology and an excellent article on the subject by Dr. Haskett Derby, *Cincinnati Lancet and Clinic*, July 10, 1880.

LAWRENCEBURG, IND.

WONDERS OF THE ATMOSPHERE.

THE atmosphere rises above us with its cathedral dome arching toward heaven, of which it is the best synonym and symbol. So massive is it that when it begins to stir it tosses the great ships like playthings, and sweeps cities and forests like snowflakes to destruction before it. And yet it is so mobile that we have to live for years in it before we can be persuaded that it exists at all; and the great bulk of mankind never realize the truth that they are bathed in an ocean of air. Its weight is so enormous that iron shivers before it like glass; yet a soap-bubble swims through it with impunity, and the tiniest insect waves it aside with its wings. It ministers lavishly to our senses. We touch it not, yet it touches us. Its warm south winds bring back color to the pale face of the invalid; its cool west winds refresh the fevered brow and make the blood mantle to our cheeks; even its north blast braces into new vigor the hardened children of our rugged climate. The eye is indebted to it for all the magnificence of sunrise, the brightness of mid-day, the chastened radiance of the morning, and the clouds that cradle near the setting sun. But for it the rainbow would want its "triumphant arc," and the winds would not send the fleecy messengers on errands around

the heavens; the cold ether would not shed snow feathers on the earth, nor would drops of rain gather on the flowers; the kindly dew would never fall, nor hailstorm nor snow diversify the face of the sky. Our naked globe would turn its tanned and unshadowed forehead to the sun, and one dreary, monotonous blaze of light and heat would dazzle and burn up all things.

Were there no atmosphere, the evening sun would set in a moment, and without warning plunge the earth into darkness. But the air keeps in hand a sheaf of his rays, and lets them slip slowly through her fingers; so that the shadow of evening is gathered by degrees, and the flowers have time to bow their heads, and each creature space to find a place of rest and to nestle to repose. In the morning the garish sun would, at one bound, burst from the bosom of the night and blaze above the horizon. But the air watches for his coming, and sends first one little ray to announce his approach, and then another, and then a handful, and so gently draws aside the curtain of night, and slowly lets the light fall on the face of the sleeping earth till her eyelids open, and, like man, she goes forth again to labor till evening.—*The Teacher.*

THE NECESSITY OF FRESH AIR.

OPEN your windows; in very cold weather air the bed-rooms in daytime and the others at night. In larger houses, the kitchen, parlor and dining-room should be thoroughly ventilated every night; also in daytime at convenient intervals during the temporary absence of the occupants. To save foul air for the sake of its warmth is poor economy; experiments would show that the difference in fuel amounts only to a trifle any how. Ten or twelve pounds of coal a day ought not to weigh against the direct gain in comfort, and the prospective unspeakable gain in health. Breathing the same air over and over again means to feed the organs on the excretions of our own lungs—on air surcharged with noxious gases and almost depleted of the life-sus-

taining principle. Azotized air affects the lungs as the substitution of excrements for nourishing food would affect our digestive organs; corruption sets in; pulmonary phthisis is, in fact, a process of putrefaction.

No ventilatory contrivance can compare with the simple plan of opening a window; in wet nights a "rain shutter" (a blind with large, overlapping bars), will keep a room both airy and dry. In every bed-room one of the upper windows should be kept open night and day, except in storms accompanied with rain or with a degree of cold exceeding 10 degrees Fahrenheit. In warm summer nights open every window in the house and door connecting the bed-room with the adjoining apartments. Create a thorough draft. Before we can hope to fight consumption with any chance of success, we have to get rid of the night air superstition. Like the dread of cold water, raw fruit, etc., it is founded on that mistrust of our instincts which we owe to our anti-natural religion. It is probably the most prolific single cause of impaired health, even among the civilized nations of our enlightened age, though its absurdity rivals the grossest delusions of the witchcraft era. The subjection of holy reason to hearsays could hardly go further.—*Popular Science Monthly for May.*

COMMENTARY ON THE SCHOOL LAW OF INDIANA.

—D.—

CHRONOLOGICAL TABLE

Showing when the Duties of School Officers must be Performed.

January 1st. Semi-annual apportionment of School Revenue for Tuition, made by State Superintendent.

January 15th. State Superintendent's Report to General Assembly or Governor.

January, last Monday. Distribution of School Revenue for Tuition to School Corporations, made by County Auditor, and reported to State Superintendent.

March 1st. Enumeration of School Children by Trustees, must be completed before May 1st.

April, first Monday. Election of Township Trustees. They must qualify within ten days. Auditor reports names to State Superintendent or as soon as qualified.

May 1st. Trustee's Report of Enumeration filed with County Superintendent.

May 1st. Meeting of County Board.

May 15th. County Superintendent's Report of Enumeration to State Superintendent due.

May, third Monday. Auditor's Semi-annual Report of School Revenue for apportionment, due to State Superintendent.

May, fourth Monday. Semi-annual apportionment of School Revenue for Tuition, made by State Superintendent.

June 1st. County Superintendent Reports to County Auditor basis of apportionment, made from list of enumeration and reports of transfers.

June —. County Commissioners meet, receive reports from Auditor and Treasurer, and report condition of School funds to State Superintendent. Auditor at same time reports transfers of Congressional Township School Fund.

June, first Monday. Election of County Superintendent. Auditor reports his name to State Superintendent as soon as he qualifies.

June, early. County Superintendent reports names of Teachers licensed to State Superintendent.

June, early. Election of city and town School Trustees. They must give bond and qualify within five days. Auditor reports names to State Superintendent as soon as they qualify.

June, second Monday. Distribution of School Revenue for Tuition made by County Auditor, and reported to State Superintendent.

July, first Monday. Beginning of School Year.

September 1st. Trustee's Statistical Report to County Superintendent due.

September 1st. Meeting of County Board of Education.

September 15th. County Superintendent's Statistical Report to State Superintendent due.

October, first Saturday. Election of School Directors.

December 25th, or earlier. Auditor's Semi-annual Report of School Revenue for apportionment, and Annual Settlement Sheet of Interest, due to State Superintendent.

EDITORIAL.

WOMEN FOR SCHOOL OFFICERS.

In last month's Journal was published the new law which provides that women shall be eligible to hold any school office.

In several of the counties women who were thinking of becoming candidates for the office of county superintendent, wrote letters to the State Superintendent and to the Attorney General concerning the matter. The Attorney General has written the following opinion, which has been published:

Miss S.:—You ask me whether you are eligible to the office of county superintendent of public schools. April 4, 1881, our Legislature passed a law as follows: "Be it enacted, etc., that any woman, married or single, of the age of twenty-one years and upwards, and possessing the qualifications prescribed for men, shall be eligible to any office under the general or special laws of this state."

The passage of this law implies that hitherto, in the judgment of the Legislature, ladies were not eligible to public offices. As to county offices no doubt this is correct. Indeed, as to these offices, there is very serious doubt whether this new law, that cost the ladies so much effort, is constitutional. Assuming that a county superintendent of schools is a county office, a lady duly chosen thereto would find herself confronted by section four (4), article six (6), of our state constitution, which reads: "No person shall be elected or appointed as a county officer who shall not be an elector of the county." One of the constitutional amendments of 1881 says: "In all elections * * * every male citizen of the United States, of the age of twenty-one, who shall have resided in this state six months, etc., etc., shall be entitled to vote in the township where he shall reside," etc. It would seem, then, that no lady under our present constitution—notwithstanding the recent act of our Legislature—is entitled to hold a county office. You cite me to the fact that Governor Porter has recently appointed ladies as notaries public. A notary public is not a county office, and it is of that class alone that I am now speaking.

It is not the province of an Attorney General to pronounce a law unconstitutional. The courts must do that. Besides, that question is not necessarily included in your case.

This act of April 4, 1881, has no emergency clause. It will not be in force until some time after the first Monday in June, the day appointed by law for the choice of county superintendents of schools. I do not think you are eligible to the office, and advise you not to offer yourself as a candidate, regretting that I must come to this conclusion.

D. P. BALDWIN.

INDIANAPOLIS, May 7th.

Hon. J. B. Kenner, of Huntington, who is the author of the bill, dissents from the Attorney General's opinion. Mr. Kenner is an able lawyer, and in an interview with an Indianapolis Journal reporter concerning the opinion, said:

"The only part of the letter really affecting the law is that part that "assumes" that the office of "county school superintendent" is a "county office." This assumption, in my opinion, can not be sustained in the courts. The constitution provides for certain "county officers," naming them, then adds that other county officers may be elected or appointed as required; then it says that no county officer shall be eligible to any of the county offices unless he is an elector of the county. Now, in my opinion it would be an unnatural strain to say that a county superintendent of schools is a "county officer." The school system is a state, or general system, and the county has nothing whatever to do with it. A county officer certainly means an officer who has to do with the civil administration of the county and its affairs. The school superintendent has nothing of the kind to do. His business and the county matters are entirely distinct and separate. His business pertains to the state school system, and a county officer to the county affairs. It is as distinct as a township school corporation is from a township corporation, and our Supreme Court has decided a number of times that the township trustee represents two distinct corporations that can not be blended. The Circuit Judge of Allen county might be called a county officer for the same reason. He is elected by Allen county, and sits alone in Allen county, but he is a part of the state judiciary just as the county superintendent is a part of our state school system. He is elected by the school trustees, sitting as a board of education, and the county lines do not always bound his jurisdiction, as upon county lines one district may receive pupils from another county, and will draw a part of the other county's tuition, so his duties sometimes cross county lines. He is called a county superintendent in name to designate his district or field of labor, but not in the sense of a "county treasurer," and to construe it so would be "assuming" what is not warranted. I hope our Attorney General will not get so technical with the ladies so soon. The Attorney General is right on the other question. The law is not now in force, and will not avail our ladies in the June election of superintendent.

"THE NEW PROFESSION" is the subject of Henry Ward Beecher's new lecture, which he is now delivering through the West. The following is from the report of this lecture delivered in Indianapolis, as given in the Daily Journal:

Well, we need a new profession. We have got it—the profession of the teacher. Well, but that is as old as the hills. Yes, but the newness of it is in its scope, in its transcendent importance, in the function that just now is devolving upon it that makes it a different thing from what the little village school has been, and the primary school. I say that the free public common schools of America are that agency that is to renovate this people and make it homogeneous and give it intelligence and liberty and religion. [Applause.] It has no cliques in it; it has no sectarian lines in it. It is in no way divided against itself. It is plastic, movable, not organized too highly, not restricted by classes of superintending teachers, bishops or ministers and what not. It is free as the air; it is ductile as the metals are. It can go everywhere—to

the high places, to the low places. It can take the parent just at that point where no prejudices have sprung up; no grafting of the top is required. It takes childhood and it builds the child up.

I glory in the common schools of America because it is common to all, high and low, bond and free. [Applause.] Well, it not only is common, but it is compulsory, or ought to be. [Applause.] In Egypt nobody could go to school except the royal family; it was treason in the common people to break into knowledge; it was burglary, it was theft, it was a punishable offense. Knowledge was then the prerogative of a class. Now the wheels are turned completely around, and it is a crime to-day for the common people not to send their children to the common schools of America. I know some men say you have no right to infringe the fundamental rights of the parent. God never gave the parent the right to do wrong. God never gave the parent the right to be a monster. God never gave to the parent the right to stand between his unknowing child and his own self as he is to be developed by time and by education. If a man is so dull and senseless, so vicious, so ignorant, that he has no appreciation of what the child gets by education, the state is bound to stand between that brutal parent and that unknowing child, and hear the protest of the child against its defilement and the destruction of its fundamental rights. The state must take care of it.

THE NATIONAL EDUCATIONAL ASSOCIATION.

The president of the National Association, Hon. James H. Smart, of this state, has completed the programme, but as most of the subjects to be discussed and most of the persons to take part were printed in last month's Journal, it is not thought necessary to re-print it this month. Suffice it to say that the programme is an excellent one, and that no pains will be spared to make the meeting a grand success.

Atlanta, Georgia, is the place of meeting, and this must be said for the place: This city is widely known as one of the most beautiful, enterprising and prosperous in the South. Situated a thousand and fifty feet above sea level, the center of half a dozen railroads, possessing a population of thirty thousand, and extensive hotel accommodations, it combines more advantages for such a convention in site, climate, and material conditions, than any other point south of the Ohio. Being more than five hundred feet higher than Cincinnati, its summer temperature is not warmer than that of the Queen City; and lying in the midst of a region that has never known an epidemic, it is a deservedly popular summer resort of southern people. Some of the hotels are the Kimball House, the Markham, the National, and the Wilson House, which offer rates ranging from \$1.50 to \$3.00 per day. Lower rates can be had at a number of good boarding houses. The sessions of the Association will be held in the Opera House.

The days fixed for the Convention are the 19th, 20th and 21st of July, a favorable time, from the observed fact that the latter part of July is cooler than either June or August.

Atlanta is about fifteen hours ride from Cincinnati, via the Cincinnati Southern Railway to Chattanooga, and thence over the Western and Atlanta Railroad.

Indiana was highly honored last year in having its representatives assigned to several of the principal offices, and so the state owes it to itself to send a respectable delegation to the next meeting. Let all go who possibly can.

MORAL TRAINING.—Prof. McAllister, Milwaukee's school superintendent, makes an urgent plea for the teaching of morality in the public schools, which have, he says, too long acted upon the supposition that their sole business is the training of the intellect. "It will not do," he says, "to content ourselves with exacting obedience to the 'rules of the school.' We must go deeper into the nature of the child than regulations of any kind can reach. The sentiments which minister to nobility and purity of character must be cultivated, motives for virtuous action must be implanted, duty must be made the law of the school in every way that the young can apprehend and realize, before moral training can be rightfully claimed to have been made a part of education. All this the public school can do, while keeping within the strictest interpretation of its powers and obligations."

SUMMER VACATION.—Every teacher who has been hard at work during the school year needs *rest*, and must take it, or sooner or later break down in health. A person with a strong body may work on year after year without rest, with apparent impunity, but all experience proves that nature finally claims its penalty. It is an unwise course for a person to use up the "capital" of life in youth or early manhood or womanhood, and then be left bankrupt in health in old age. Preserve health, insure continued vigor, and save time and money in the end by resting and *re-creating* during the summer vacation.

Special attention is called to the practical character of the article of Prof. Smith, of Purdue University, in this Journal, on the Study of Authors and Literature; and to the article of Prof. Carhart, of the State Normal School, on Teaching Advanced Reading. They both contain valuable suggestions, that should be productive of good.

A teacher has addressed the editor as follows:

"MR. BELL, Will you Please tell me what Kind of Books that would be beneficial for young teachers?"

Answer—Spelling-book and First Lessons in Language.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR APRIL, 1881.

WRITING.—1. How may the pupils in an ungraded school be classified to permit all to write and all to receive instruction and attention at each writing exercise? Give your plan. 10

2. What position at the desk should pupils take when writing? Why? 2 pts., 5 each.

3. Name and make the ovals used in capital letters. 2 pts., 5 each.

4. How far below the base-line should the small letters, *j, g, y, p,* and *q* each extend? 5 pts., 2 each.

5. Why should the straight lines in writing be oblique? What is true of the straight lines of printed letters? 2 pts., 5 each.

6. Write the following stanza as a specimen of your hand-writing:

“Music, when soft voices die,
Vibrates in the memory—
Odors when sweet violets sicken,
Live within the scenes they quicken.” 50

READING.—1. State the steps to be taken by the pupils in the preparation of a lesson in the Second Reader. 20

THE MARINER'S DREAM.

2. In slumbers of mid-night the sailor boy lay;
His hammock swung loose at the sport of the wind;
But watch-worn and weary his cares flew away
And visions of happiness glanced o'er his mind.
He dreamed of his home, of his dear native bowers,
And pleasures that waited on life's merry morn;
While memory each scene gayly covered with flowers,
And restored every rose but secreted the thorn.
Then fancy her magical pinions spread wide,
And bade the young dreamer in ecstasy rise;
Now, far, far behind him the green waters glide
And the cot of his forefathers blesses his eyes.
The jessamine clammers in flowers o'er the thatch,
And the swallow sings sweet from her nest in the wall;
All trembling with transport he raises the latch,
And the voices of loved ones reply to his call.

A father bends o'er him with looks of delight;
 His cheek is impearled with a mother's warm tear;
 And the lips of a boy in a love kiss unite
 With the lips of the maid whom his bosom holds dear.

The heart of the sleeper beats high in his breast;
 Joy quickens his pulse,—all his hardships seem o'er;
 And a murmur of happiness steals through his rest,—
 "O God! thou hast blessed me,—I ask for no more."

- a. Of what is the above selection a narration?
- b. Where did the sailor-boy dream this dream?
- c. When did he dream it?
- d. State the parts or movements of the mind in this dream.
- e. What effect did the dream produce? 5 pts., 8 each, 40.

3. Indicate by the use of diacritical marks the correct pronunciation of the following words: *Slumbers, spirit, moon, visions, morn.*

5 pts., 4 each. 20.

4. Select five words for the pupil to define in the above selection, and state your reasons for selecting them rather than others. 2 pts., 10 each. 20

ARITHMETIC.—1. What is the number nearest to 53815 that can be divided by 375 without a remainder? Ans. 10 or 0.

2. $(1\frac{1}{4} \times 2\frac{1}{2}) + (2\frac{1}{3} - 1\frac{2}{3}) = \text{what?}$ Ans. 10 or 0.

3. A 5-cent piece weighs 5 grains; how many hectograms does 174 such pieces weigh? Proc. 5; ans. 5.

4. On the 21st day of school there were 845 pupils present, and 5 per cent. of the number enrolled were absent. How many pupils were enrolled?

Proc. 5; ans. 5.

5. A merchant bought a bill of goods amounting to \$3540, on three mos. time; but, being offered 5 per cent. off for cash, he borrowed the money at bank, without grace, at 10 per cent. per annum, to pay the bill. Did he gain or lose? How much? Proc. 5; ans. 5.

6. What principal will produce \$86.15 in 9 mo. 11 da. at 10 per cent. per annum? Proc. 5; ans. 5.

7. If 2 men can mow 15 acres of grass in 10 days, how many men can mow 27 acres in 9 days? By analysis. Anal. 5; ans. 5.

8. Find the cube root of 41,063,625. Proc. 5; ans. 5.

9. What is the volume of the frustrum of a cone whose upper diameter is 4 ft., lower diameter 6 ft., and altitude 12 ft.? Proc. 5; ans. 5.

10. (a) What is the difference in the use of the terms *denominate number* and *concrete number*? (b) Give an example of each. a=6; b=4.

GRAMMAR.—1. What is a letter? A syllable? 2 pts., 5 each.

2. Give 5 rules for the use of capital letters. 2 for each rule.

3. What is punctuation? Give the principal marks used for this purpose. 2 pts., 5 each.

4. Capitalize and punctuate the following sentence, giving the rule for each mark of punctuation:

“ But it will be urged perhaps sir in behalf of the california gold that though one crop only of gold can be gathered from the same spot yet once gathered it lasts to the end of time.” 2 off for each error.

5. Correct the false syntax in the following sentences :

- “ Take either of the five.”
- “ No man is so poor, who has not something to enjoy.”
- “ She is such a good woman.”
- “ He drew up a petition where he represented his grievances.”
- “ I expect it rained here yesterday.” 5 pts., 2 each.

6. Analyze: “ The master gave his scholars a lesson to learn.”

7. “ What we always put off doing, clearly we shall never do.” Parse “ doing ” and “ what.” 2 pts., 5 each.

8. Write a synopsis of the verb do in the third person singular, indicative. 10

9. Enumerate the four inflected forms of the verb. 10

10. How is an adjective regularly compared ? Compare bad, much, nigh, up. 5 pts., 2 each.

GEOGRAPHY.—1. In which direction does the earth turn in its daily motion ? What is caused by this motion ? 2 pts., 5 each.

2. What do the figures found at the right of maps mean ? What those found at the bottom ? 2 pts., 5 each.

3. At what season of the year does Christmas occur in Australia ? Why ? 2 pts., 5 each.

4. Why are there no large rivers on the west coast of South America ? 10

5. Through what countries does the Danube run ? Into what does it flow ? 4 pts., 3 off for each om.

6. What nation has large possessions in each quarter of the globe ? In which quarter are these the largest ? In which the smallest ? In which the most important ? 4 pts., 3 off for each om.

7. Locate Cape St. Lucas, Cape Horn, Cape St. Roque, Behring Straits, and Isthmus of Panama. 5 pts., 2 each.

8. What causes the Saragossa Seas ? Locate the three most important ones. 4, 2, 2, 2.

9. Tell in statute miles, the longest and the shortest degrees of longitude. At what places can these be respectively found ? 4 pts., 3 off for each om. 10.

State.	Capital.	Lake.	River.	Mountains.	Ocean Border.
		George.		Ozarks.	

10 pts., 1 each.

HISTORY.—1. What is the relation of the physical geography of a country to its history ? 10

2. Name two important advantages of a knowledge of history. 2 pts., 5 each.
3. (a) Who was Ponce de Leon? and (b) what was his connection with early American history? a, 4; b, 6.
4. Give some account of the establishment of three of the earliest colleges in this country. 4 off each pt. om.
5. What was the origin of the colony of Delaware? 10
6. Name five chief men in the Continental Congress, 1774. 5 pts., 2 each.
7. Describe the capture of Maj. Andre. 10
8. State the important particulars in which the present U. S. Constitution is superior to the Articles of Confederation. 4 off each pt. om.
9. What was the Hartford Convention, 1814? 10
10. (a) Would the Battle of New Orleans have taken place, had America and Europe been then connected by telegraph? (b) Why? a, 2; b, 8.

PHYSIOLOGY.—1. Give three important uses of the bones.

3 pts., 4 off each om.

2. What is the functional difference between voluntary and involuntary muscles? What is the importance of this difference? 2 pts., 5 each.
3. What was the custom of the Romans as to bathing? What evidence have we as to this? 2 pts., 5 each.
4. What is the importance of iron in the human system? 10
5. Which is the most nourishing, a little food well masticated, and eaten slowly, or a larger quantity eaten rapidly? Why? 4, 6.
6. What is assimilation? How does the minute subdivision of the arteries into capillaries promote it? 4, 6.
7. Are the lungs filled and emptied completely in ordinary respiration? What is the importance of this provision? 3, 7.
8. How does proper exercise benefit the entire system? 10
9. What important functions of the human body are classed as vegetative functions? 3 pts., 4 off for each om.
10. Name two important uses of the sense of smell? 2 pts., 5 each.

THEORY AND PRACTICE.—Write a page or more on the preparation of lessons, stating, (1) the importance of right study; (2) the results to be aimed at by the pupil; (3) the assistance (amount and kind) that may properly be received, etc.

NOTE.—The paper written by the applicant should be marked on a scale of 1 to 100. The number, value and correctness of the statements made should be considered.

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED IN MAY—BY THE MEMBERS OF STATE BOARD.

HISTORY.—1. The history of the United States can only be understood, in its early portions, through a knowledge of the history of England. Of scarcely less importance is a knowledge of French history; and then of those other countries whose governments or citizens made voyages of discovery and exploration, or established colonies and settlements, in what is now United

States territory. A knowledge of our later history will be aided by a knowledge of all those peoples with whom we have sustained international relations in any form.

2. Facilities for the best results in studying history are globes, relief maps, ordinary maps, charts of events, plans of battles, portraits of eminent persons, models of statues, coins of various dates, etc. Means for understanding the physical features of a country, its social customs and changes, its attainments in literature, art, science and government, and for strongly impressing these facts upon the imagination and the memory, are of great value in teaching history.

7. At the close of the Revolution, the inherent weakness and inefficiency of the Articles of Confederation became more manifest than before, and the worthless paper money in which the soldiers and others were paid caused great discontent, arising almost to mutiny in the army, and to equal distress and irritation elsewhere.

8. The *purpose* of the Embargo of 1807 was to punish England and France, for their unjust discrimination against the United States; its *effect* was the almost complete destruction of American commerce.

10. The "hard cider" and "log cabin" campaign of 1840, which resulted in the overwhelming defeat of Mr. Van Buren by Gen. Harrison, was one of great excitement, and was characterized by huge mass meetings, barbecues, large processions, and other novel methods of attracting and influencing the people.

GEOGRAPHY.—1. By rains and streams washing the salts of the earth into lakes without outlets. Evaporation leaves the salts in the lakes, gradually affecting the whole body of water in them. Caspian and Aral Seas.

2. In the unexplored lands near and about the South Pole.

3. Caucasian, Mongol, Ethiopian, Malay, and American. Savage, barbarian, semi civilized, civilized, and enlightened.

4. The Western. It gives that coast more numerous harbors, safe as well commodious ones, and so affords greater facilities for commerce.

5. The Yukon. Into Behring's Sea.

6. Manufacturing, commerce, and ocean fisheries. Want of arable land and facilities furnished by a very extended sea coast, and short, rapid streams with numerous falls, compel the attention of the people to these employments.

7. Ohio, Indiana, Illinois, Michigan, Wisconsin.

8. Ninety-two. Allen. Ohio.

9. The Nile. Its annual overflow constitutes the sole irrigation which the lands in that region receive.

10.

Country.	E. Bound.	W. Bound.	N. Bound.	S. Bound.	Capital.
Spain.	Mediterran'n.	Atlan. Ocean, Portugal.	Bay of Biscay, France.	Atlan. Ocean, Medit. Sea.	Madrid.
Ireland.	North Channel Irish Sea, St. George's Ch.	Atlan. Ocean.	Atlan. Ocean, North Chan.	Atlan. Ocean, St. Geo's Ch.	Dublin.

PHYSIOLOGY.—1. For those who lead a sedentary life. For invalids and those in advanced life.

2. They protect the ends of the fingers; they enable one to hold by a firmer grasp, and to pick up small things more readily.

3. Because salt in large quantities prevents ready digestion of the food; by acting upon parts of the food digested it is apt, in some cases, to lead to tubercular deposits, and also creates a great desire for stimulating condiments.

4. Want of thorough insalivation tempts to the use of large quantities of water, which weakens the gastric juice; the want of saliva prevents the natural flavors of the food from being brought out, and so leads to the use of stimulating condiments and pungent sauces, that over stimulate the digestive organs; the food not being properly masticated and broken up remains a long time in the stomach, undergoing unhealthy changes and leading to dyspepsia; and rapid eating leads to over eating, leaving the appetite unappeased, although more food has been taken than the system can appropriate.

5. By compression between the heart and the wound. By compression of the vessel farther away from the heart than the wound is.

6. The fish would die. Because air in the water is absolutely necessary to oxygenate the lungs of the fish to keep it alive.

7. In the lungs. In the capillaries.

8. Avoid the use of lights either too dim or too bright; never permit a direct light to shine into the eye, but have it always reflected from your work into the eye. To effect this wear a dark green shade over the eyes. When done working bathe the eyes in warm water.

9. By flattening of the crystalline lens or of the globe of the eye. By using glasses with more or less convex lenses.

10. The vocal chords are two sets of folds within the larynx, the upper set of which are the false chords, and not very essential to the voice; the lower set are the true chords. They are composed of very elastic, strong tissues, with smooth, sharply defined edges, and in speaking act as a reed instrument.

ARITHMETIC.—1. (a) The L. C. M. of two or more numbers is the least number that can be divided by each of the given numbers without a remainder or fractional quotient. (b) The G. C. D. of two or more numbers is the greatest number that will divide each of the given numbers without a remainder or a fractional quotient. (c) $7 \times 3 \times 2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 5 \times 3 \times 2 \times 2 = 80640$ L. C. M.

2. $200\ 0450 \div .025 = 80018$. Reason: in the above the dividend has been divided four times by ten and the divisor three times. The dividend has been divided one time more by ten than the divisor, hence the quotient must be divided once by ten, *i. e.*, it must contain one decimal place.

3. (a) $C - ? = C$ 100 per cent. (b) $C - ? = C$ 100 per cent.
 $S - ? = S$ 125 per cent. $S \$254 = S$ 80 per cent.
 $G - ? = R$ 25 per cent. $L - ? = R$ 20 per cent

(1) Cost price in (b) = selling price in (a).

(2) C in (b) = $\$254 \times \frac{80}{100} = \317.50 .

(3) C in (a) = $\$317.50 \times \frac{100}{125} = \254 .

(4) \therefore The 1st cost \$254, and the 2d \$317.50. Ans.

4. $B - ? = B$ 100 per cent.
 $A \$267.30 = A$ 101 $\frac{1}{4}$ per cent. $= 101\frac{1}{4}$ per cent.
 $B = \$267.30 \times \frac{100}{101\frac{1}{4}} = \264 , the face of the draft.
5. (a) Interest is the sum paid for the use of money.
 (b) The principal is the sum for the use of which interest is paid.
 (c) (1) 9 mo. 27 da. $= 297$ da.
 (2) $\frac{\$72 \times 297 \times 12}{100 \times 360} = \$65.54+$. Ans.
6. (a) One meter $= 39.37$ inches $+$.
 (b) (1) 5 hectometers $= 500$ meters.
 (2) 500 meters $= 39.37$ in. $\times 500 = 19685\frac{1}{2}$ ft. Ans.
7. $\left. \begin{array}{l} 7 \text{ men} : 5 \text{ men} \\ 18\frac{1}{2} \text{ C} : 12\frac{1}{2} \text{ C} \end{array} \right\} :: 15 \text{ da. (7)}$
 $\frac{16 \text{ da} \times 5 \times 38 \times 2}{7 \times 3 \times 37} = 7\frac{17}{119} \text{ da. Ans.}$
8. A Let $AC = 52$ ft.; $AB = 48$ ft. Find BC .
 (1) $\overline{BC} = \overline{AC} - \overline{AB}$.
 (2) $\overline{BC} = (\overline{AC} - \overline{AB}) \frac{1}{2}$
 (3) $\overline{BC} = (52 - 48) \frac{1}{2} =$
9. (1) Since $\frac{2}{3}$ of A's age $= \frac{1}{3}$ of B's age,
 $: \frac{1}{3} \text{ " " } = \frac{1}{3} \text{ " "}$
 $: \frac{1}{3} \text{ " " } = \frac{1}{3} \text{ " "}$
 or $\frac{1}{3}$ of B's age $=$ A's age.
 (2) Since $\frac{2}{3}$ of B's age $= 20$ yr.,
 $: \frac{1}{3} \text{ " " } = 10 \text{ yr.}$
 $: \frac{1}{3} \text{ " " } = 30 \text{ yr.,}$
 \therefore B's age $= 30$ years.
 (3) Since $\frac{1}{3}$ of B's age $= 30$ yr.,
 $: \frac{1}{3} \text{ " " } = 6 \text{ yr.,}$
 $: \frac{1}{3} \text{ " " } = 24 \text{ yr.}$
 But $\frac{1}{3} \text{ " " } =$ A's age.
 \therefore A's age $= 24$ years.
10. (a) The age of the pupil and his knowledge of the subject should determine the form of solution. (b) Short processes should be used when the pupil thoroughly understands the principles underlying the subject, and comprehends the relations of its several parts.

GRAMMAR.—6. *If the lad should leave his father he would die*, is ambiguous. Who would die? the lad, or his father?

Corrected: The lad would die if he should leave his father; or, which has a better basis in the thought intended, The father would die, if the lad should leave him.

8. Having been *afflicted* is the perfect participle, passive, modifying *himself*. Afflicted is an adjective used as a noun, third, plural, common, objective, object of the preposition *for*.

TROUBLE AT THE STATE UNIVERSITY.

This having been, all things considered, the most prosperous year in the history of the State University, it is to be regretted that just at its close an "unpleasantness" should arise. The facts as we have them are about as follows: At the beginning of the Senior Vacation the Juniors undertook to indulge in some harmless hilarity. On the unfortunate morning the class marched to college, each wearing a wide-rimmed straw hat. These hats were carried into a recitation room. A person from the outside snatched one out of an open window. In defiance of the Professor's request and demand, five of the class jumped through the window after the hat, and then tried to induce others to follow, the Professor having locked the door. Two days later the President stated at chapel exercises that the disorder and insubordination above referred to could not be passed by unnoticed, and suggested that the offenders had better see him before the Faculty had a meeting in regard to it. But instead of going to the interested Professor or the President, and in a frank and honorable manner saying that in the midst of their glee and on the impulse of the moment they had been carried beyond the bounds of propriety and good order, and that they had been discourteous to their teacher, and were sorry for it, they banded themselves together and determined to defy authority. The first thing that came to pass was that the faculty suspended the five chief offenders till next fall. Next, the entire class, of about thirty members, with a few exceptions, refused to go to recitation till their five class-mates were restored. Next, after two days' warning, the faculty suspended all those who did not answer to roll-call at a given time. This took all but about a-half-a-dozen. Next, after they were out and had time to cool off and reconsider, quite a number of the boys concluded that it would be the part of wisdom to go to the faculty and get back if they could. At last accounts the Junior Class consisted of fourteen members.

No reasonable person would condemn very harshly the first offense of these young men, carried forward as it seems by impulse and an overflow of youthful spirits rather than by any premeditated intention to disrespect authority. Neither would such a person condemn the faculty for requiring an apology for such gross infraction of reasonable law. The chief offenders made a great mistake, which they will see and acknowledge some time, in not making a frank, manly apology for their offense, and thus settling the matter at once. The faculty were reasonable, deliberate, cool, unanimous in every step taken, and will be upheld by the better public sentiment everywhere. The work of the University has gone steadily along the meanwhile.

A Summer School, beginning July 18th, and closing August 26th, 1881, will be conducted in Bloomington, for the benefit of teachers and those desiring to teach or to do Preparatory work for the State University. This school will be under the management of the instructors of the Preparatory School of the University.

COMMENTARIES ON THE SCHOOL LAW.

With this month close the Commentaries on the School Law. One or more chapters have appeared every month since January, 1880, and the whole will now make a book of over two hundred pages. It will soon be published in book form in order to meet a very general want. No other man in the state is so well qualified as Mr. Smart to make such commentaries, and he has treated the subject concisely and exhaustively. While the publication in the Journal has served an excellent purpose, there seems to be a very general demand that what has been spread out in eighteen different issues should be put into one convenient volume. No trustee and no teacher can well afford to do without such a book of reference.

ANOTHER COMET.—About two o'clock on the morning of the 1st of May, Prof. Lewis Swift, director of the Warner Observatory, at Rochester, N. Y., turned his telescope to the constellation of Andromeda and discovered a bright comet, moving in a southerly direction. The new comet is located in the constellation above named, right ascension, 0 hours, 0 minutes; declination, 37 degrees North. This is the first comet discovered during the present year, and places Prof. Swift in possession of the \$200 prize which Mr. H. H. Warner, the well-known Safe Kidney and Liver Cure man, offered last January for the discovery of comets. Inasmuch as Prof. Swift received \$500 for the discovery of the comet of 1880, from the same gentleman, he is at last finding astronomy profitable as well as pleasant. It is not thought the present comet is the expected one of 1812, although it is in nearly the location from which that comet is expected; nor is there any reason to believe it will have any effect upon the earth, or hasten the predicted coming of the end of the world.

LOGANSPOUT PUBLIC SCHOOLS.—Report for the month of April, 1881, compared with the report for the corresponding month of last year:

	1880.	1881.
Whole number enrolled.....	1763	1857
Number enrolled this month.....	1358	1469
Average number belonging.....	1185	1331
Average daily attendance.....	1055	1228
Per cent. of attendance.....	89.0	91.7
Number days of absence ..	2339	1979
Number pupils not absent.	411	570
Number pupils not tardy.....	1272	1366
Number pupils not absent nor tardy.....	400	547
Number pupils tardy.....	76	103
Number cases of tardiness.....	93	110
Number of visits to the schools.....	198	146
Number pupils remaining to date.....	1164	1337
Time lost by tardiness, 10 hours and 48 minutes.	J. K. WALTERS, Supt.	

Franklin College commencement will occur June 15th.

Commencement at Purdue University will occur June 9th.

The Commencement of Indiana University will occur June 8th.

The Winchester High School closed Tuesday, May 19th, by graduating 8 pupils.

The Seymour High School, at its 7th annual commencement, graduated 6 girls and 2 boys.

J. G. Craven will open a six-week summer normal at Lancaster, Jefferson county, July 18th.

The Indianapolis high school will graduate on the 15th inst. a class of fifty-eight. J. B. Roberts, principal.

The Aurora High School held its fourteenth anniversary May 27th. Five graduates. F. H. Tufts, Supt.

The National Sunday School Teacher is the best work of the kind published. Adams, Blackmer & Lyon, Chicago, publishers.

MR. EDITOR:—Which is the largest county in Indiana? *Answer:* According to three authorities within our reach Allen county is the largest.

Supt. Crane sends us a report of La Grange county schools. It is well and carefully prepared, and indicates a healthy educational life in that county.

The County Superintendents' Convention will meet in Indianapolis, Tuesday and Wednesday, May 28th and 29th. For programme see May Journal.

A new building is being erected for the accommodation of the Normal School at Mitchell. It claims that it "will be the handsomest and most convenient independent normal school building in the state."

SPICELAND ACADEMY will send out five graduates this year, June 24th. The average attendance at this excellent school has been greater this year than ever before in its history. Clarkson Davis is still at its head.

The most tastefully gotten up programme for commencement exercises comes from Ligonier—D. D. Luke, Supt. My wife says that I am mistaken, that the one from Frankfort is still more artistic—R. G. Boone, Supt.

The Edinburg high school closed May 20th, ex-State Supt. Smart making an address to the graduating class. The class and the teachers of the schools joined in *cavorting* the superintendent, J. C. Eagle. Served him right.

The Southern Indiana Normal, at Paoli, has at present a larger attendance than ever before, and the *esprit de corps* is excellent. E. F. Sutherland is the principal. The summer term of eight weeks will begin July 5th. D. E. Hunter will be one of the instructors.

KOKOMO.—The editor of this journal had the pleasure of witnessing the closing exercises of the Kokomo high school. There were six graduates—five girls and one boy. The exercises had been prepared with great care and were highly creditable to both students and teachers.

The Supreme Court of New York has granted the order to change the name of the corporation of "*Scribner & Co.*" to "*THE CENTURY Co.*"—the order to take effect on the 21st of June. The July issue of *SCRIBNER'S MONTHLY* and *ST. NICHOLAS* will have the new corporate imprint.

The authorities of Purdue University are arranging to have examinations for admission held in the different counties of the state. In this way a person can know before leaving home whether or not he can be admitted, and to what class. This opportunity will certainly be highly appreciated by all who desire to enter the institution.

Prof. A. W. Brayton, of the Indianapolis High School, some time ago read a paper before the State Agricultural Society, on the subject, "Farmer, Soil, and Forest," which was so well appreciated that the Society had it printed in full with its proceedings. The article is a very instructive and interesting one to the average reader, though not engaged in agricultural or horticultural pursuits.

The third annual session of the Island Park Assembly, to be held on an island in Sylvan Lake, near Rome City, Ind., will begin June 29th, and continue till July 15th.

Such educational men as Wm. T. Harris, of St. Louis, Mo., and W. H. Payne, of Michigan University, as lecturers, should draw large numbers of teachers.

EARLHAM COLLEGE.—A recent visit to Earlham College served to confirm our opinion held for many years, viz: That for earnest, unvarnished work and thorough scholarship and for high moral tone, Earlham is not surpassed by any college in the state. With the acknowledged wealth of the Friends they should double the endowment fund at once. They can hardly excuse themselves if they do not do it.

EDUCATIONAL.—The American Institute of Instruction, that last year met at Saratoga, will this year hold its sessions at St. Albans, Vermont, beginning July 5th. Those desiring to attend can avail themselves of the first of the three excursions "from Detroit to the Sea" that have been arranged by the Detroit Evening News. The excursion leaves Detroit July 1st, and the route includes Montreal, from which St. Albans is less than 100 miles distant. Send stamp for circular of particulars to W. H. Brearley, Detroit, Mich.

A HANDSOME PAPER.—The *Illustrated Scientific News* for May is before us, looking handsomer, if possible, than any of the preceding issues. Since its change of publishers last January, this magazine has improved with each succeeding number. The present issue of the *Illustrated Scientific News* is overflowing with handsome engravings and interesting and instructive matter. Every number contains thirty-two pages full of engravings of novelties in science and the useful arts. Munn & Co., Publishers, 37 Park Row, New York. Price, \$1.50 per annum; single copies, 15 cents.

O. P. Hay, Prof. of Natural Science in Butler University, is given a space of about 25 pages in the "Proceedings of the U. S. National Museum," for a report on fishes, the result of a trip along the eastern side of the state of Mississippi, made last year. Of the 56 species mentioned in the report 15 are described as *new*. Under the auspices of the Smithsonian Institute and Butler University, Prof. Hay, accompanied by a class of students, will return to Mississippi and continue his researches during the coming summer vacation.

EDUCATION TELLS.—Of the nineteen men who have held the Presidential office, eleven were graduates of colleges, as follows: Jefferson, Monroe and Tyler, from the college of William and Mary; the two Adamses from Harvard; Madison from Princeton; Polk from the University of North Carolina; Pierce from Bowdoin; Buchanan from Dickinson; Hayes from Kenyon; Grant, who is a West Pointer, would properly be classed as a college graduate. The non-graduate Presidents were: Washington, Jackson, Van Buren, Harrison, Tayler, Fillmore, Lincoln and Johnson.

PERSONAL.

J. W. Stout has been re-elected superintendent of the Tipton schools.

J. Lemon Shauck has been appointed superintendent of Rush county, *via* J. B. Blount, resigned.

F. S. Cable has become general western agent for the book house of Porter & Coates, of Philadelphia, with headquarters at No. 205 Wabash avenue, Chicago.

Hiram Hadley, of Indianapolis, one of the pioneer institute workers of the state, is willing to do work in that line the coming summer if called upon.

E. A. Bryan, formerly of this state, now principal of the schools at Grayville, Ill., is highly commended by the local press as the most successful principal the schools have ever had.

Ex-State Superintendent Smart was candidate for Mayor of Indianapolis at the late city election on the Democratic ticket. He was not elected, but ran about 1400 votes ahead of his ticket.

The teachers of the public schools of Richmond have presented John Cooper, their retiring superintendent, with a series of resolutions expressive of their feeling of regret at his resignation, and of their high regard for him, which are very complimentary.

J. H. Martin has served the people of Johnson county as superintendent for nine years. He has superintended the schools of Franklin eleven years, and for six years previous to his removal to Franklin had charge of the schools of Edinburg. Johnson county has been the better for his services for seventeen years.

W. T. Gooden, a new member of the Paoli Normal School faculty, is reported an excellent teacher.

J. R. Trisler has been re-elected superintendent of the Lawrenceburgh schools at an increased salary.

Attorney General D. P. Baldwin is to make the annual address before the literary societies of the State University, June 6th.

Prof. S. S. Hamill, the elocutionist, who is well known to many Indiana teachers, has been spending most of the past year in "the far west." He reports a most prosperous and enjoyable year's work. He will return to Chicago about June 1st.

Chas. F. Coffin, of Asbury University, who took the first prize in the State Oratorical Contest, held in Indianapolis, has since taken the first laurels at the Inter-State Oratorical Contest, recently held at Jacksonville, Ill. Mr. Coffin was for several years a teacher in Hamilton and Marion counties, and a very successful one.

BOOK TABLE.

The Tocsin, Vol. 1, No. 1, H. H. Ragan, editor, published at Lowell, Ind., is devoted to the principles of Abstinence and Equal Suffrage.

The Common School Teacher, published at Bedford, and edited by W. B. Chrisler and T. W. Fields, has become the organ of the Southern Indiana Normal School at Mitchell.

The Rough Notes, enlarged and beautified, with new cover and new designing, is growing to be one of the best insurance papers in the country. It not only gives valuable information in regard to insurance matters, but it contains articles of scientific and literary interest of much more than ordinary merit. It is richly worth its price, \$1 a year, to any body, and especially to those interested in insurance. Dr. H. C. Martin, of Indianapolis, is editor.

Olney's Arithmetics. By Edward Olney. New York: Sheldon & Co. Western agency at No. 35 Central Music Hall Block, Chicago.

The author of these books, Edward Olney, Professor of Mathematics in Michigan University, is a practical teacher, and is high authority on all mathematical subjects, whether in reference to principles or methods. In the preparation of these the author has sought and had the assistance of many of the best practical teachers in this country. Some of the merits of the series are: 1. Only two books; 2. cheapness; 3. practical character of work; 4. excellence of grading as to subjects and examples; 5. clear, and at the same time concise presentation of subjects; 6. large number of examples for practice; 7. elegance of illustration; 8. clearness of type and neatness of binding.

The books are fully up with the times in all regards, and deserve liberal patronage.

How to Use Wood-Working Tools. Boston and Chicago: Ginn & Heath.

The above is a little book of about 100 pages, giving practical directions for the use of wood-working tools. It is intended as a text-book, and in the hands of an intelligent teacher will be helpful. By the aid of its illustrations a person can teach himself to handle most of the common tools. The time is not far in the future when manual skill will be taught in all our larger cities in connection with public education. This is the first text-book on this subject.

A Primer of Memory Gems, is the name of a little "primer" of 32 pages of sayings, mottoes, proverbs, wisdom, and delicate sentiment, in the most choice language, selected from the best authors, selected and arranged by Prof. Geo. W. Hoss, well and favorably known throughout this state, now editor of "The Educationist," Topeka, Kansas. Price 10 cents.

The above tells the story, and comment is unnecessary. "Memory Gems" is the right name. We are glad to know that Prof. Hoss has in preparation a more extensive work on the same plan followed in the "primer."

American College Directory and Universal Catalogue, published by C. H. Evans & Co., St. Louis, Mo.

This is the most complete college directory we have yet seen. It is comprised in about 100 pages, in pamphlet form. It gives, by states: 1. A list of the colleges, with location and name of the president; 2. female seminaries; 3. academies; 4. normal schools; 5. business colleges; 6. schools of science; 7. medical schools; 8. schools of dentistry; 9. of pharmacy; 10. industrial schools; 11. schools for the deaf and dumb; 12. the blind; 13. the orphans; 14. reform schools; 15. kindergartens; 16. educational periodicals; 17. public school systems.

Speaking for Indiana, the Directory is reasonably reliable.

Double-Entry Book-Keeping. R. M. Bartlett, Cincinnati, O.

This work is designed especially as a self-instructor, and for use in public schools. The aim is to save labor and time without losing in completeness.

It is so arranged that as the book lies open a complete set is presented to the eye—including day-book, journal, ledger, trial-balances, and the principles and rules governing all the entries.

By this means, not only much trouble and loss of time is avoided, but the items are all before the eye at once, so that the learner may readily trace each item through the several books to the ledger.

In the school edition the ruling is done and the accounts opened in blank, in the ledger, thus saving much time and confusion.

School edition in one vol., \$2.50.

Intermediate Lessons in Natural Philosophy. By E. J. Houston. Philadelphia: Eldridge & Bro.

This book, in the space of 200 pages, contains about as much as a high school class can master in the time usually allotted to the subject. Those who are familiar with Prof. Houston's other books need not be told that this book is admirably adapted to the place for which it was specially intended.

Only the most important subjects are treated; simple illustrations are given, such as can be performed with simple apparatus; the explanations are concise and clear; the definitions follow experiments, and are based upon them; directions are given as to how experiments are to be performed; the syllabus and the review questions at the close of each chapter are both commendable features.

The First Book of Botany. By Eliza A. Youmans. New York: D. Appleton & Co. C. E. Lane, Chicago, Western Agent.

This is the best *little* book on this subject we have seen. It introduces the beginner to the subject in the only proper way, viz: It sends him directly to the plant to see for himself. The pupil is told but little, but is told how to learn from the plant. He is not required to memorize meaningless statements, but is asked to observe and then report what he sees.

Botany, properly taught, is not only a pleasant study, but a good disciplinary study. It cultivates accurate observation and concise description; and precision of thought implies precision in the use of language.

BUSINESS NOTICES.

The Lakeside Summer School of Science, to be conducted at Lakeside, not far from Sandusky, O., will furnish a grand opportunity for combining pleasure with instruction. The attractiveness of the location, the abundance of specimens in the various departments and the ability of the instructors combine to make this *the* school. See adv. on another page.

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The Summer School of Elocution and Shakespearean Reading will open July 6, 1881, at Indianapolis. For particulars address T. J. McAvoy, Room 64, Fletcher & Sharpe's Block, Indianapolis. 4-31

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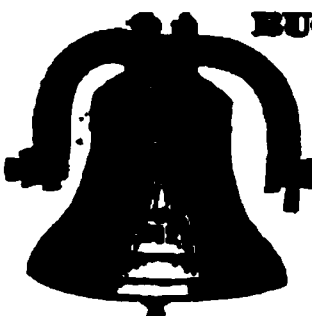
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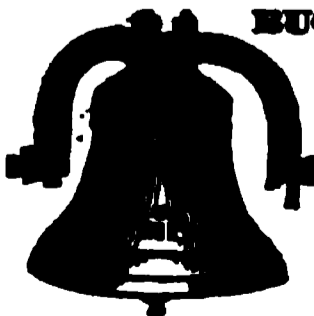
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CONDITIONS OF ADMISSION.

Applicants for admission to the next Freshman Class are examined in the common branches, and also in United States History, Physiology, Physical Geography, and Elementary Algebra, including quadratic equations.

Applicants who have completed the course of preparatory studies in High Schools, holding the certificate of the State Board of Education, will be admitted without examination.

Applicants for admission to the Academy are examined in Reading, Spelling, Writing, Geography, Arithmetic (through percentage), and English Grammar, and they must show that they have a fair knowledge of these branches as taught in the common schools.

County Entrance Examinations.—An examination of applicants for admission to the College or to the Academy will be held (if called for) *in each county of the state* (or in an adjacent county), *under the direction of the county superintendent*, THE LAST SATURDAY IN JULY, (July 30th, 1881), in connection with the examination of applicants for a teacher's certificate. The questions will be furnished and the answers read by the Purdue Faculty. Application for this county examination should be made to the President of the University, or to the county superintendent, as early as July 10th.

An entrance examination will be held at the University September 6th and 7th, 1881.

SESSION OF 1881-82.

The next College Session will open Thursday, September 8th, 1881.

EXPENSES.

The expenses incurred in attending Purdue University are very low. It is believed that few institutions afford equal advantages, at as low a cost.

The expenses for the year 1881-82 will be as follows: Entrance and incidental fees, \$5 per term, or \$14 per year; room rent, heat and light, 50 cents per week; and good table-board, \$2.50 per week; club table-board may be secured at \$1.75 to \$2.00 per week.

For further information address the President,

6-2t

E. E. WHITE.

DIDDIE UNIVERSITY LA FAYETTE IND

INDIANA SCHOOL JOURNAL.

Vol. XXVI.

JULY, 1881.

No. 7.

BOOKS AND READING FOR THE YOUNG.

PROF. JAMES H. SMART, EX STATE SUPT.

THE public school teaches its children to read. It opens to them a world of vast and varied literature. There are good books, good magazines and good papers, and there are bad books, bad magazines and bad papers. While the printing press is thus a great engine of civilization, it is at the same time a great instrumentality for evil. As there is no better way to protect a child from evil than to make him a lover of good literature, so there is no surer way to corrupt him than by bringing him in contact with bad literature. The public school teaches the child to read, but it does not teach him what to read or how to read. It gives him the ability to interpret the printed page, but it fails in a great measure to cultivate in him a taste for that which is pure, elevating and instructive. It must not be forgotten that by giving the child the ability to read, we put it in his power to read the worst kind of books, and that, if left to himself, he will be quite as likely to take poisonous mental food as to take wholesome mental food. Indeed I think that, in view of the attractive garb in which vicious literature is clothed, he will be more likely to read to his injury than to his profit. The person, then, who teaches children to read and fails to cultivate in them a taste for good literature, puts an instrument into their

hands which may possibly be used by them to their own destruction.

The extent to which vicious literature is read by the youth of this country is alarming. Tons upon tons of it are sent out from the larger cities all over the country, and our children read it and are demoralized by it. If one doubts this, let him read the reports of Anthony Comstock, or let him spend an hour at the news stands in our larger cities and towns; or, what is better, let him inquire of any teacher of youth who has given the subject attention.

I am reliably informed that a large part of the bad literature that goes out of New York is sent to the great west; and I know from personal observation that much of it comes to the State of Indiana.

It has been urged that the best way to check the circulation of bad literature is to establish public libraries. I maintain that it is not enough that libraries be made accessible to the young. Libraries are found in nearly all our large cities, and, as these have multiplied, vicious and immoral literature has increased. The public library has no power in itself to win a victory over the evils arising from the increased circulation of bad literature. Indeed, it is a serious question whether public libraries may not be in themselves a source of injury to children, rather than of good. It is safe to say that if children are left to select what they please from a library and to read as much as they please, they will generally read to their harm. If our libraries are to produce the good results expected of them, children must be taught how to use them.

Prof. Roberts, of the Indianapolis High School, recently made a careful investigation in order to ascertain what his pupils were reading. He came to the general conclusions (1) that while many of his pupils were reading good books, most of them were not reading the best, and that some of them were reading the worst that could be found in the library; (2) that nearly all the pupils were reading without purpose or plan; and (3) that most of them were reading altogether too much.

Some of the pupils had read no books except their school

books during a period of three months, while other had read as many as forty.

The number of books which can be profitably read by a child in a given time depends, of course, upon a great variety of circumstances. Among these are age, capacity, length of vacations, grade of school work to be done, the amount of work which a child has to do out of school hours, the class of books read, etc.

After careful inquiry among librarians, teachers, and others who have given this subject attention, I have arrived at the conclusion that a child between the ages of ten and sixteen can not, while attending school, read on an average more than twenty-five books per annum to his profit. I assume that he reads in accordance with some general plan, and for a purpose, and that his reading is supervised and directed by some competent person. I exclude from this number all reference books and books to which pupils are sent by their teachers for investigation of special subjects. Most teachers with whom I have conversed have made this number smaller. I have never met one who made it larger.


The number of books which a child can profitably read between his tenth and sixteenth year inclusive is thus one hundred and seventy-five, after making due allowance for the greatest variety of tastes and for all special causes. I think that so far as the school children are concerned, a public library of three hundred titles is quite large enough. Of course if the number of school children having access to the library be large, a large number of duplicates must be purchased. I have limited the number of titles to three hundred on the ground of the capacity of the children. If the limitation were to be made on the basis of suitability in the books themselves, it is quite probable that the number would be less. The persons who made the lists, printed in another place in this report, inform me that they found it a difficult matter to make up a list of a hundred titles, and one of them informs me that she has given this subject special attention for eight years, and that she has not been able in that time to make a list of more than a hundred titles that was satisfactory to her. If all this is true, what can be expected if a child is led

to the door of a public library and is there left to make his selection from a catalogue containing thirty-three thousand titles?—
From State Supt's Report for 1880.

READING FOR YOUNG PEOPLE.



J. B. ROBERTS.

 **IN** the discussion of State Superintendent Smart's report on Books for Young People, Mr. Roberts said:

The subject to which our attention has been called by the careful and thorough report of the State Superintendent, is now justly exciting great interest in the minds of all who are in the least degree thoughtful in regard to the great social problems of the day. Like the lone fisherman of the Arabian Nights, we have unloosed a mighty genius which now threatens to turn and rend us in pieces. How we may not only avert the threatening danger, but make this mighty genius subservient to us without locking him again in his casket and throwing him into the sea, is the pressing question of the hour.

“Knowledge is power;” but it is a power for mischief as well as for beneficence.

The greatest intellectual and moral force now at work in the world certainly is reading. It has become so and is likely to remain so for generations to come. Books and papers are falling constantly from the press. We can not stop them, we can not escape them. They are of all grades as regards intellectual excellence and of all types of morality and immorality. They are good, goody, wishy-washy, insipid, worthless, bad and damnable. They all find readers except perhaps the best, and these will find appreciation by and by. Nay, not so bad as that. The world is growing better in that respect. The best books do not have long now to wait for recognition, and the number who seek them and who will be satisfied with nothing less than the best is constantly growing. The practical question for us is, What can

we, in the relation of teachers, do to stimulate a desire for the better if not for the best in literature?

Some things we can not do, and it is better not to waste needed strength in striving after the unattainable. We can not prevent nor greatly hinder the publication of worthless books and papers, nor indeed of many that are positively vicious. It is, however, our duty to be vigilant and active in helping to enforce laws against the circulation of that which is recognized as having an immoral purpose. But in matters of this kind, prohibitory laws are difficult of enforcement, and indeed often difficult of interpretation, since the marches between the good and the base are so broad that no well-defined boundary line can be traced. Therefore it is not well for us to place much reliance upon legal remedies.

Denunciation and adverse criticism are perhaps the least effective weapons against the spread of vicious literature. No advertisement of a thoroughly bad book pays better returns to the publisher than the swift censure of a recognized prude, or moralist, if that title is deemed more courteous. If you want to kindle in the minds of your friends or your pupils a consuming desire to judge for themselves of the morals of any book, "rail on it in good terms, in good set terms," an hour by the clock, if you choose—denounce it as unfit for the eye of Christian, Pagan or Turk, and you will accomplish your object. I have known persons to be beguiled by this process into the surreptitious reading of some very insipid books, that were really not naughty enough to be very nice. Let all good people unite to condemn a book, and if their censure prove just, it will directly make the fortune of author and publisher.

We need not expect to bring a very large number of people to adopt our standard of literary selection. The world consists of a very ordinary and common place people, "by a large majority." Most people have no very high intellectual aims, they do not read for culture, and not very much for pure knowledge, and can not be induced to do so. Possibly most of them would not perform their dull round of toilsome duties any the better for having made the vain attempt to digest a little art, philoso-

phy, science or belles lettres. They read for rest. They find solace and refreshment in the rapid procession before the mind's eye of highly colored pictures of a life far removed from the dull monotony of their own.

So far as concerns tastes, aspirations and intellectual possibilities, all men are certainly not created equal. Those who rise to the plane of reflection, to the contemplation of the abstract, to a pursuit of the unadorned facts of science and nature, to the love of truth for its own sake, are not and can probably never be the many. And, my brother, "because thou art virtuous, shall there be no more cakes and ale?"

Among even the better educated, the readers of fiction will be found to outnumber the readers of history (if indeed any one can tell which from which) by not less than ten to one. The outcry sometimes raised against circulating libraries for keeping a large and preponderating supply of fiction, and of the lighter class too, is absurd and useless. Nine out of ten will read this stuff, if you choose so to call it. They will read little else, and it is better for them than utter mental inanition. It is better for public morals than the recreations that would probably take its place if this supply were cut off.

Our food must have two properties, that of nutrition and of filling. Could you separate the nutritious element of your dinner to-day and taking that discard the rest, you would feel within you that "aching void" of which we read in the hymn book. So my friend, you with the grand ideal, who possibly disdain intellectual pabulum in any less concentrated form than it can be found in Bacon or Milton or Huxley or Emerson or Carlyle, don't fret and rave because you can not induce all publishers and library managers to adopt your index expurgatorius.

There is another aspect of this case which was most happily touched upon this morning by Governor Porter.

We may trust the instinct of a boy, possibly, who is just beginning to look about for himself, far more than we have been wont to imagine. We may not hastily and inconsiderately condemn the numerous books for boys that have been produced in such numbers within the past few years. If they do not covertly

teach immorality, or disobedience or irreverence to parents and those in authority—if there is in them something of a manly spirit, and above all if they are intensely fascinating to a hearty, healthy boy, you need not be greatly disturbed about the results of reading them upon the normal development of his boy nature. Many a lad has had a love of reading germinate and grow in his soul from such reading. He has grown out of that stage and development of taste by an unforced and perfectly natural process until you will find him selecting and with the greatest avidity devouring history, biography, science, and the higher forms of fiction. I do not say that such will always be the result, but it will sometimes be so. I know, for I have seen it demonstrated, and I have no doubt that with judicious management on the part of parents and teachers this will be the outcome in every case where the experiment is made upon a sound and noble nature.

What, then, should we do?

Fold our hands with the easy hope that all will come out for for the best? or, if things do go to everlasting smash, that we are only passengers on the train of events, without interest or responsibility in the matter?

By no means. We all have great power, and consequently great responsibilities; though our duty, so far as others is concerned, is rather incidental than direct.

What we owe is first to ourselves. *We* must be industrious readers of the best books. If our love for good reading is hearty, we shall be filled with a contagious enthusiasm. There is no antidote for the bad so effective as a genuine appreciation of the good. Let the fruit of extensive and choice reading appear constantly. Let it rather be an illumination, shedding a fair and generous light upon every exercise and recitation, and unconsciously the minds of your pupils will begin to take color from your own.

More positively, take from time to time an inventory of the general literature that your pupils are reading, both in the form of books and periodicals. Persuade them to keep a record, and have these records discussed and compared in

the presence of the class. This will call attention most forcibly to the character and comparative value of different courses of reading. The pride of the most indifferent will thus be touched. The spirit of emulation will be aroused. In this way we may not only reach individual pupils, but stir up a *class* spirit which shall lead pupils to select with circumspection, for the honor of their class as well as their own. Make a summary of the number of volumes read by an entire class, according to the department of literature to which these volumes belong: for instance like the following, which actually represents a year's reading of a class numbering 64 members, whose ages are from 18 to 20.

In Art	3 pupils read	3 books.
" Biography 20	"	40 "
" Education 2	"	2 "
" Essays and Sermons 8	"	26 "
" History 32	"	95 "
" Historical Novels 36	"	73 "
" Other Novels 59	"	429 "
" Morals 6	"	8 "
" Politics and Government 8	"	13 "
" Religion 8	"	22 "
" Dramas 37	"	150 "
" Story Books 20	"	52 "
" Travels 20	"	36 "
" Poetry 43	"	130 "
" Science 4	"	26 "
Average number of books read 17		

Such an exhibit speaks louder to the members of this class than could lecture or sermon. It is positively known that by this method many young people have been made much more thoughtful in selecting their reading. They have been brought to a very distinct consciousness that there is a vast difference between the hap-hazard picking up of any thing that happens to come in one's way with a striking title, or that some shallow-brained companion pronounces "awful jolly," and a course of reading that has purpose and connection. A sense of proportion and just variety in reading will take possession of minds that never before thought of such a thing.

Herein lies the key to the situation. If we can arouse young people to think *before* they read and *wherefore* they read, we may be sure they will think while they read and after, and thought is what we are seeking.

For young people of fair natural endowments and scholarship there is perhaps nothing better as a school exercise than reviewing and criticising books. Each member of the class may be permitted to select for this purpose any book that he has read with pleasure and profit, with only this special observance, that it be something not originally read for the purpose of this exercise. The writers should be guided somewhat in their mode of treating the subject, but not by a rigid formula or order of topics. A series of suggestions may be given as to points to be brought out in the review, but the arrangement and proportion should be left chiefly to the pupil's own judgment, subject, of course, to criticism after the work is done. The following skeleton will perhaps serve :

- I. Author—name and reputation, and any facts in regard to him that may help to unfold the motive and plan of the work.
- II. Department of literature to which the work belongs, and its rank in that class.
- III. What appears to have been the writer's leading thought? What lesson did he intend to teach?
- IV. Popularity of work, and among what classes of people most popular.
- V. Your motive in reading it.
- VI. Brief outline of contents.
- VII. Style of literary excellence, with extracts illustrating.
- VIII. Influence of its perusal upon the intellectual and moral nature.

In this exercise one fault will need to be particularly guarded against, and that is the tendency with unpracticed writers to make the sixth division, i. e., the outline of the book's contents, the chief feature of the paper, whereas it should be among the least prominent. A book reviewer's function is not to take the place of a table of contents, but to analyze a work with a view

to bringing out clearly its excellencies or defects, and of helping the next reader more readily to grasp the truth which as a whole it teaches.

But the happy result of such an exercise, aside from its immediate disciplinary value, is to be sought in the habit which it will form of "reading between the lines," as it has most happily been called; of separating by a ready intuition the wheat from the chaff, and in the stimulus that it will give to the critical faculty.

Let us suppose now that we are instructing a class of pupils such as constitute the advanced grade in most of our high schools. They have become interested in the early development of the mother tongue and its first literary master-pieces. The period of English history that witnessed the most rapid development of its language and literature, is that which may be called the Chaucerian age, nearly covering the reigns of Edward III and Richard II, and embracing the latter two-thirds of the 14th century; a period full of brilliant and romantic events, and of great social disturbances and revolutionary struggles in France and England.

A careful study of this period, made upon the basis of the following skeleton, will lead to some very useful historical reading, and in many minds will awaken an eager desire for further acquaintance with the great English historians:

- I. Attitude of England towards Scotland—towards France.
- II. French wars, with a brief account of the battles of Sluys, Crecy, Calais, and Poitiers.
- III. Conquest of territory not permanent—results in unification of the Saxon and Norman elements in English society, and coalescence of languages.

This latter result, expedited by the genius of several great writers, among whom mention Langlande, Wycliffe, Gower, Mandeville and Chaucer.

- IV. Social disturbances and changes—three or four mortal plagues—sumptuary laws and derangement of the labor system—riots—court extravagance—overthrow of serfdom.
- V. Splendor of Chivalry and Decline of the Feudal System.

The following authorities are to be cited so far as accessible to the members of the class. It is not to be expected that any one pupil use all, or perhaps more than two or three; but some can obtain one and others another:

Hume's History of England, Vol. II, Ch. 15 and 16.

Hallam's Middle Ages, Parts I-II, Ch. 8.

“ Literature of Europe, Vol. I, Ch. 1, Part III.

Macaulay's History, Vol. I.

Knight's History, Vols. I-II.

Greene's History of the English People.

Froissart's Chronicles.

Godwin's life of Chaucer.

Lowell's Essay on C.—My Study Windows.

Shakespeare's Richard II, and many other books.

It is admitted that work of this grade must be somewhat limited in its application. Directly it can reach but few individuals in any community or in any school, but something of the like nature can have a very wide application. The point to be emphasized is, that the composition exercise should be conducted with a view to cultivating correct tastes and correct habits of reading, and that it may be made a powerful auxiliary in this good work.

The declamation exercise too may be made incidentally useful in the same way. There is not time to particularize, and it is unnecessary. Let it be sufficient to say that the statement can be verified that in one school, numbering about 100 pupils, within the past four months, forty-five different pupils have been led of their own accord to read works of eleven classical writers, by the interest excited about these writers from the declamation exercises alone of the school. This list of writers includes the following names: Goldsmith, Scott, Tennyson, Whittier, Bryant, Shakespeare, Lamb, Longfellow, Mrs. Browning, Thomas Hood and Milton. Five have read the whole of Paradise Lost, and twelve have read much of Whittier. In this same school the report of those who have had a like appetite for good authors stimulated by quotations used in the grammar exercise, is almost as gratifying.

Thus, in ways too numerous to mention, a wise teacher may, to an extent that he will scarcely suspect, influence his pupils in their choice of books. Perhaps if we are all as wise in our day and generation as we ought to be, the Sir Anthony Absolute of the next century will have no cause to denounce a circulating library in a town as "an evergreen tree of diabolical knowledge."

The average taste of the community is, after all, for the better class of literary works, if they are accessible, and attention is constantly and forcibly called to them.

The immediate and wonderful success of the Tatler and Spectator in the last century is evidence of this. How eagerly they were seized upon by the wits, beaux, fine ladies, and everybody else who could then read, but whose intellectual appetites had, notwithstanding, according to Thackeray, been debased by "the ribaldries and slang of taverns and ordinaries and the wit of bag-nios which formed the staple of the libels of that period." It has been proved in this country also by the eagerness with which the public rushed for the Waverly Novels upon their first appearance, "forsaking," as says the same delightful authority, "the feeble entertainment of which the Miss Porters, the Anne of Swanseas, and worthy Mrs. Radcliff herself, with her dreary castles and exploded old ghosts, had pretty much the monopoly."

Indeed, the history of English letters abounds with such examples of the revival of good taste when properly stimulated and supplied with wholesome nutriment.

THE MOSQUITO AND THE FLY.

W. A. HESTER.

OF all the winged pests there are, probably, none more conspicuous than the mosquito and the fly. None, probably, have compelled the notice of so many persons, both thoughtful and thoughtless, as these. Still only a few of the many pause to inquire *whence they come, what their nature, and what their good.*

The gravest question is, "by what means may they the most easily and quickly be exterminated?" Divers sorts of poisons are concocted, and various traps constructed for their sakes; still their number seems undiminished and their voracious appetites unassuaged.

One may line his room with "fly paper" and surround his house with illuminated tar barrels, but the effort will be a vain one when "offal heaps," "compost piles," and decaying flesh are left exposed, when open vessels of water and stagnant pools are left free to the insect world. It will be a re-realization that "prevention is better (and cheaper) than cure."

A comparative examination of the mosquito and the fly shows them to be constructed, in more than one particular, according to the same plan. The skeleton of each is on the outside of a soft interior, and consists of articulated segments or rings, and because of such similarity in structure, both are placed in the sub-kingdom of Articulates. Further examination proves that they differ from their relations, the worm, the crayfish, and the spider—all Articulates—in having the head, thorax and abdomen distinct; and instead of an indefinite number of legs, they both possess three pairs of jointed legs—all joined to the thorax, are winged and have two antennæ, often called feelers or horns. All such are separately classed as *insects*. These two favor each other further, but differ from other insects of the same class in having but two wings each.

Behind and beneath the wings are two drumstick-shaped arrangements called posies. On either side of the head are large compound eyes. Each eye consists of an almost incredible number of little eyes—*oculi* or *facets*. These are arranged in a spheroidal manner, so that without turning, the insect may see behind or before, above or below. Like all round flexible bodies when placed so as to touch at all points, they take regular geometrical, hexagon shapes, well defined, and under the microscope together present a fine honey-combed appearance. It is computed that in eyes of the fly there are four thousand of these "oculi."

Thus far we observe a close resemblance in these two species of insects, but their lines of resemblance part when, in our ex-

amination, we reach their organs for obtaining food. Nor are they so strikingly similar in their origin and manner of development. The "infantile" portions of their lives are passed in widely different spheres.

True there are some species of flies whose organ for obtaining food also is similar to that of the mosquito, but not such is the case with that fly most familiar to us—the house fly—known as *Musca Domestica*, which laps its food.

It is furnished with a proboscis, which, when at rest, is bent up underneath the head.

When it finds some edible that suits its fancy, it unbends its tongue or proboscis, extends it, and the broad, knob-like end divides into two flat, muscular, fan-shaped leaves, by whose sucker-like surface the fly laps up the liquid, if such it be. If solid, it moistens it with its own saliva and thus dissolves it before lapping it up.

The proboscis, or, as it is frequently called, the stinger, of the mosquito is not fleshy like the one just described, but is hard and firm; nor is it a single sharp, smooth spine, as we are apt to consider it, but consists of six parts, two "maxillæ," two "mandibles," barbed at their points, and a gutter-like sheath underneath, called the "labrum." These, all of the same length, lie together somewhat like the staves of a barrel, are bristly, and form a tube inside of which works the hair-like "lingua" or tongue.

These exceedingly fine hair-like lancets combined form a hollow beak sharper than the finest needle, which the mosquito without any apparent effort thrusts into the flesh and draws in the blood through the channel formed by the fine lancets.

The cause of the irritation following its "bite" is attributed either to the saliva injected into the wound, or merely to the puncture made by the bristly "stinger."

Both the *fly* and the *mosquito* are *oviparous*. Their young are produced from eggs.

The eggs of the different species of the *fly* are deposited in decaying animal and vegetable substances, or in cracks near the substances on which the young are to subsist. The young of

our common house fly are content to live and thrive in the offal of the horse stable. Here can be found during the summer months great numbers of little white oblong, cylindrical eggs, about one-twelfth of an inch long, some piled in heaps, others scattered about.

After about twenty-four hours these heaps of eggs have become living masses of footless, white, fleshy, thin but tough-skinned, worm like animals, familiarly termed maggots.

The fly is said to be now in its *larval state*. The voracity and rapidity in growth in some species is surprising.

Linnaeus said, with some exaggeration, it is true, that "the *larvæ* of three females of the blue-bottle fly species would devour the carcass of a horse as quickly as would a lion."

The *larvæ* attain their growth in eight or ten days, shed their larval skins twice, and change gradually in color from yellowish white to brownish red. The cuticle becomes dense and opaque, the brownish skin contracts into an egg-shaped case, and motion ceases. For fourteen or fifteen days it remains in this its *pupa state*. At the end of which time it emerges through a rent in the end of "the little brown house"—a perfect fly.

The eggs of the mosquito, smaller than those of the fly, are black instead of creamy white. They are deposited on the surface of an exposed vessel or pool of water made stagnant by standing, and even in our cisterns.

They are arranged in a boat-shaped mass, consisting of 250 or 300 eggs, the boat itself being about one-fourth of an inch long, hence so difficult to detect. The boats (see illustration) are always of the same shape, lower in the center, the large end downward, and all fastened together by an adhesive substance. They are then given to the "mercy of the water, which succeeds in neither sinking, wetting, nor breaking them up." In a few days the *larvæ* make their exit from the lower ends through lids which open to let them slip down into the water.

These *larvæ* are the well-known "wigglers" or "wiggle-tails" (see below) that are found in water that has stood open for some time in warm weather.

The "wiggler" is a peculiar little animal. Although aquatic, it is not a fish and has no gills. It breathes air and receives it through a tube situated at the end of the tail. When undisturbed it can be seen suspended from the surface of the water by its respiratory tube, which branches off at an angle near the end of the tail, and furnished with a set of oval-shaped fans which are spread on the water to keep it suspended. This breathing tube may be seen under the microscope to connect with a beautifully constructed



The larvæ of the mosquito and boat of eggs highly magnified.

trachea, extending throughout the length of the body. While in this hanging condition, and while inhaling air through its anterior extremity, numerous little hair-like arms or cilia attached to its head are busy extending and bending rapidly toward the mouth, thus keeping up a constant current toward and into it, and thus drawing to itself the minute animalculæ of the water upon which it feeds. If disturbed, the larvæ quickly wriggle to the bottom, soon to come again to the surface and suspend themselves as before.

After thus living, eating, and growing for eight or ten days, and moulting two or three times, they assume the *pupa* form.

These pupæ, from their quick roll-and-tumble movements through the water, have received the name of "Tumblers." They do not breathe through an anterior tube as do the larvæ, but by means of two tubes situated near the head, so that when near the surface inhaling air they do so with the head upward as shown in the figure. Though quite active during the period of pupage, they do not eat, and if examined each day for five or six days, the form of the future mosquito may be seen through the transparent envelope to be gradually developing, reaching its perfection at the end of eight or ten days. It then rises to

Pupa of the mosquito highly magnified.

the surface of the water, the pupa-skin breaks open along the back, and the insect slowly lifts itself from its "shell-boat," fully aware of the danger of the situation, and knowing "that the slightest breeze would capsize its frail bark" and consign it to its fearful fate, as a submergence in the "element which once proved life to it would now prove certain death."

The front legs being extricated and placed on the water for support, the other parts are drawn forth, the wings dried, and the insect flies off, the males to revel in the sweets and perfumes of the flowers and the shades of the forest, the females in search of blood, the enemies of mankind and dreaded nightly marauders of rich and poor, from the polar regions to the tropics.

CHARLESTOWN, IND.

THE NATURAL FORCES THAT MOVE THE WORLD. A NEW THEORY.

M. BURTON.

THE earth is surrounded with an atmosphere supposed to extend some 45 or 50 miles high, and known to exert a pressure of near 15 lbs. upon every square inch of earth's surface, or a weight equal to a body of water about 33 feet deep over the entire globe.

The atmosphere is held to a level upper surface equi-distant from the center of attraction by the force of gravitation as are the waters, varying only as the general conformation of the earth and waters vary—on account of the centrifugal force of the earth's rotation, and the attraction of sun and moon causing aerial tides to ebb and flow. All other disturbing influences originate on or near the surface of the earth, and gradually losing force in ascending through rarer and rarer stratas of air, die away as sound in the distance, and are imperceptible at the calm upper surface.

Heat is known to expand air $\frac{1}{479}$ of its volume to each degree, hence the pressure upon the earth's surface of a given vertical

column depends upon its temperature expanding and contracting $\frac{1}{78}$ of its volume *laterally* to each degree of variation.

Suppose the earth with an even surface without the disturbing influences of water currents or mountains or valleys. The sun's rays fall upon the earth obliquely at sunrise, heating up earth and atmosphere with increasing force until noon, when the rays fall direct and with the greatest power. But the accumulated heat and what it is now receiving is carried by the revolving earth past the meridian, causing the warmest time in the day to occur about 3 o'clock P. M.; from this time the cooling process begins, the earth radiating more heat than it is receiving, and this process continues until the sun's rays strike the same place again at sunrise the next morning. Thus we have the hottest place on the earth's surface about 3 o'clock P. M., and the coldest about sunrise.

Suppose a belt of the earth's surface 8,000 miles wide (4,000 north and south from the equator), and extending east and west round the world 24,000 miles, making an area of 192,000,000 square miles of surface, and the mean pressure about 15 lbs. to every square inch. But as one-half of this area is continually exposed to the sun's rays and the other half constantly in the shadow of the earth, there is a mean difference in the temperature of the atmosphere of the two hemispheres of say ten degrees, the air contracting on one side and expanding on the other as the sun's rays leave or fall upon the earth's surface. This ten degrees difference in temperature would expand that half of the atmosphere on the warm side $\frac{5}{78}$ and contract that on the cold side $\frac{5}{78}$, making a difference of $\frac{10}{78}$ of the whole weight, and $\frac{10}{78}$ of 192,000,000 would be over 4,000,000 square miles, and the pressure 15 lbs. to every square inch, or equal to a body of water about 33 feet deep over this entire area. This would approximate the weight of the ox on this great tread-wheel, and he would stand upon the earth just back of the dawn of day and travel westward on the earth's surface just at the same speed that the earth rolls eastward, causing the earth to revolve upon the same principle that the ox upon the tread-wheel causes it to revolve.

Or in other words, this great weight of atmosphere resting on

the shaded and cooled side of the earth removes the center of gravity from the center of the earth in the direction of this pressure and fixes it at nearly right-angles with the line of the sun's attraction of gravitation and excentric with reference to the earth, causing the center of gravity of the whole mass of earth and air to be continually falling toward the sun, while the forces named move the weight on the earth's surface in the opposite direction, or really holds it to the same position with reference to the sun, resulting in the earth's rotation.

This heavy volume of air kept always in the same position without any retarding influence upon the solid earth, attracts the earth in that direction, while the forces named keep the attracting body always ahead and at nearly right-angles with the sun's line of attraction of gravitation, imparting to the earth its tangential force, and these two forces result in its orbital movement. And as the earth floats in a medium of slight resistance to these forces, its diurnal and annual revolutions are thus kept up.

Ocean currents, mountains and valleys, local meteorological changes, do not affect the general result. The waters are governed by the same law of expansion and contraction by heat and cold, but to a less extent, yet contribute to the same force; the earth serving as a great balance-wheel, equalizing all inequalities of the general forces which move or retard it.

THE SOURCES OF THE MISSISSIPPI.

M. E. B.

TAKE a bucket of water from the Mississippi River at New Orleans, and ask yourself the question, "Whence it came?" and the answer may be, from the sandy deserts of New Mexico; from the pine hills of Carolina; from the rolling prairies of Nebraska, or from the cotton fields of Georgia; from the British Possessions north of the 49th degree of latitude, separated by a thin ridge of ice-covered rocks from streams that flow into the Arctic Ocean, or from bowers of orange and magnolia that per-

fume the cane fields of Louisiana; from the frozen lakes that gem the bosoms of Minnesota and Wisconsin, or from the sunny fountains that gush up from the flowery plains of Alabama and Tennessee; from the lake-bound peninsula of Michigan; from the hillsides of waving grain in Pennsylvania and New York; from the tobacco fields of Virginia and Maryland.

It may be a part of those mighty volumes that roll their never-tiring waves through Illinois, Indiana and Ohio; through Kentucky and Arkansas, Mississippi and Texas.

It is a part of the ten thousand little rills that come hymning their way from that mountain range wherein arise the Columbia and the Colorado of the West, or of those from whence the Delaware and Susquehanna hasten away to meet the rising sun. In the spurs of the Alleghany it has saluted the springs of the Roanoke and the Saluda, and far beyond the Black Hills it has locked arms with the mighty Saskashawan as he hurried on his cheerless journey to Hudson's Bay. The springs of the Connewango listen to the roar of Niagara, and the fountains of the Platte overlook the craters of the extinct volcanoes of Utah. It has fertilized a country greater than the empire of Alexander, and has carried a richer commerce than all the rivers tributary to imperial Rome.

THE TEACHER WHO IS A GROOVE-RUNNER.

B. F. TAYLOR.

THE most useless of stupidities is the teacher who is a groove-runner; who has swallowed text-books without digesting them, and feeds his pupils with the morsels, as old pigeons feed squabs, until, like himself, they are all victims of a curious synonym for education. Children subject to such diet are as likely to get fat and strong as so many grist-mill hoppers, that swallow the grain without grinding the kernel. Such teachers forget that other "Feeble Minds" than Judah's sister in Cooper's novel have a prodigious memory. Who has not known a fool who remembered everything he heard, and just as he heard it, who

could run up and down the multiplication table like a cat upon a ladder, and rattle off rule after rule without missing a word; and that was all there was of it—he was a fool still! A good memory built upon a well-made intellectual structure is a noble blessing, but that same memory with nothing to match it, is like a garret without any house under it; a receptacle of odds and ends, that are worth less than those papers that losers of lost pocket-books are always advertising for, “of no value except to the owner.”

Take English grammar under the man of groove. Learning to swim upon kitchen-table, buying a kit of tools and so setting up for carpenters, are all of a piece with his grammar. Hear them define a preposition as “connecting words, and showing the relation between them,” when not one pupil in a hundred ever finds out whether it is a blood relation or a relation by marriage. Hear them parse: “John strikes Charles. ‘John is a noun, masculine gender, third person, because it’s spoken of, sing’lar number, nom’native cast t’ ‘strikes.’ ‘Strikes’ is an irreg’lar, active, trans’tive verb, strike, struck, stricken, indicative mood, present tense, third person singular, and ’grees with John. Verb must ’gree nom’native case ’n number and person. ‘Charles’ is a noun, masculine gender, singular number, third person, ’cause it’s spoken of, objective case, and governed by ‘strikes.’ Active verbs govern the objective case—please, sir, S’mantha and Joe is a-makin’ faces.” And all in the same breath! What ardor! What intellectual effort! What grooves! Meanwhile grammars mended, and amended, multiply. There are four things any body can do: Teach a school, drive a horse, edit a newspaper, and make a grammar. Meanwhile the same old high crimes and misdemeanors, against the statutes are daily committed. This comes of grooves, and the lack of a professorship of common sense.

Take geography. The young lady fresh from school, who from a steamer’s deck was shown an island, and who asked with sweet simplicity, “Is there *water* on the other side of it?” had all the discovered islands from the Archipelago to Madagascar ranged in grooves at her tongue’s end. “Didn’t you know,” said the father to the son who expressed great surprise at some

simple fact, "didn't you know it?" "Oh, no," replied the little fellow, "I *learned* it a great while ago, but I never *knew* it before!"

Take arithmetic. Show a boy who has finished the book, and can give chapter and verse without winking, a pile of wood and tell him to measure it, and ten to one he is puzzled. And yet he can pile up wood in the book, and give you the cords to a fraction, but then there isn't a stick of fuel to be measured, and that makes it easier, because he can sit in his groove and keep a wood-yard. "So you have completed arithmetic," said the late Professor Page, of the State Normal School, to a new-come candidate for an advanced position; "please tell me how much thirteen and a half pounds of pork will cost at $11\frac{1}{2}$ cents a pound." The price was chalked out in a minute. "Good," said the Professor; "now tell me how much it would cost if the pork were half fat." The chalk lost its vivacity, the youth faced the black-board doubtingly, and finally turning to the teacher with a face all spider-webbed with lines of perplexity, and with a little touch of contempt at the simplicity of the "sum," and, possibly of himself, he said, "It *seems* easy enough, but I don't know what to do with the *fat*!" That fellow was not a fool, but a groove-runner. A little condition was thrown in that he never saw in the book, and that groove of his had never been lubricated with fat-oil.—*Ex.*

THE NIGHT-AIR SUPERSTITION.

DR. FELIX L. OSWALD.'

BEFORE we can hope to fight consumption with any chance of success, we have to get rid of the *night-air superstition*. Like the dread of cold water, raw fruit, etc., it is founded on that mistrust of our instincts which we owe to our anti-natural religion. It is probably the most prolific single cause of impaired health, even among the civilized nations of our enlightened age, though its absurdity rivals the grossest delusions of the witchcraft era.

The subjection of holy reason to hearsays could hardly go further.

“Beware of the night-wind; be sure and close your windows after dark!” In other words, beware of God’s free air; be sure and infect your lungs with the stagnant, azotized, and offensive atmosphere of your bed-room. In other words, beware of the rock-spring; stick to sewerage. Is night-air injurious? Is there a single tenable pretext for such an idea? Since the day of creation that air has been breathed with impunity by millions of different animals—tender, delicate creatures, some of them—fawns, lambs, and young birds. The moist night-air of the tropical forests is breathed with impunity by our next relatives, the anthropoid apes—the same apes that soon perish with consumption in the close though generally well-warmed atmospheres of our northern menageries. Thousands of soldiers, hunters, and lumbermen sleep every night in tents and open sheds without the least injurious consequences; men in the last stage of consumption have recovered by adopting a semi-savage mode of life, and camping out-doors in all but the stormiest nights.

Is it the draught you fear, or the contrast of temperature? Blacksmiths and railroad-conductors seem to thrive under such influences. Draught? Have you never seen boys skating in the teeth of a snow-storm at the rate of fifteen miles an hour? “They counteract the effect of the cold air by vigorous exercise.” Is there no other way of keeping warm? Does the north wind damage the fine lady sitting motionless in her sleigh, or the pilot helmsman of a storm-tossed vessel? It can not be the *inclemency* of the open air, for, even in the sweltering summer nights, the sweet south wind, blessed by all creatures that draw the breath of life, brings no relief to the victim of aerophobia. There is no doubt that families who have freed themselves from the curse of that superstition can live out and out healthier in the heart of a great city than its slaves on the airiest highland of the southern Apennines.—*Popular Science Monthly for March.*

Patience is a good thing, but promptness is far better.

TEACH THE RUDIMENTS.—In talking to the people of his birth-place, Xenia, Ohio, whither he went to be present at the dedication of a new city hall, Whitelaw Reid said a word on the subject of public education, which should not go unheeded:

“Strengthen the basis of the school system before you increase the superstructure. Teach fewer things, but teach them so they will be absolutely known. Make the course of study more compact and manageable; postpone the accomplishments; banish even science and drawing, and first give the child what will be essential for the practical business of life and a basis for self-improvement.”

EDITORIAL.

WABASH COLLEGE VS. CO-EDUCATION.

At a recent meeting of the trustees of Wabash College, at Crawfordsville, a proposition to admit women to the institution was voted down, for a second time. As Wabash is the only college in the state (except the Roman Catholic colleges) that does not admit women on equal educational footing with men, the Journal regrets very much this result. Not knowing the arguments that prevailed, no attempt will be made at this time to present anew the co-education side. Suffice it to say that the only arguments against co-education that now have any weight with persons who have studied its history and tested its results, are: 1. There is some question as to whether young women can undergo the continuous mental excitement and strain necessary to complete a college course, without greatly endangering their physical health. There is an honest difference of opinion on this point, most of the educated women, however, being of the opinion that the health is not *necessarily* endangered. 2. There is a difference of opinion as to whether the course of study best suited to prepare a young man for his life duties, is the best course to prepare a young woman for her life duties, seeing that their fields of labor are of necessity quite different. 3. A few still insist that the moral influences of co-education are bad.

Actual experience has dissipated all the standard arguments against co-education, and they are no longer used except by theorists and fossils. The man who at this day will argue the inferiority of woman's intellect is either a fool himself or else he has been exceedingly unfortunate in his lady associates.

On class day at Wabash College co-education was made the subject of coarse jests. Four or five tall young gentlemen (?) dressed in female attire and played

the —— fool. This disgraceful performance can only be accounted for on the ground that these "young bloods" look upon women as their inferiors. On no other supposition can co-education be made a subject of ridicule.

No doubt some of these young men who dishonored their mothers and disgraced their sisters, had been sent to college by a widowed mother or a self-sacrificing sister, and the little knowledge they have gained has so swelled their heads that they now turn and rend their benefactors. Gallant young men!! The "idiot age" of a young man usually ranges from 17 to 22. During this time, especially if he goes to college, he thinks he knows it all. He looks down from his exalted position with contempt upon his former associates. He refers to his mother as "the old woman," and calls his sister "sis." Of course he would not consent to have girls placed on an equality with him by putting them in the same classes! It would lower the standard!!

The Journal is unwilling to believe that this outrageous insult to women was perpetrated with the approval or consent of the faculty of the institution, but chooses rather to conclude that it was done without their knowledge. On no other ground can it retain its high respect for President Tuttle and his co-laborers.

After women have demonstrated their ability to compete successfully with men in college work, in both this country and Europe; after they have maintained themselves creditably in many of our best colleges for a quarter of a century; after they have by virtue of their demonstrated ability gained admittance to nearly every college in the land, and have recently been admitted to Cambridge University, England; after they have taken their full share of honors in every institution in which they have been allowed an equal chance; after they have proved themselves the equals of men in all the academies and normal schools of the country, it is a burning shame that they should, not only be turned away from one of our western colleges, but in addition be insulted and spurned with contempt. Shame, *shame*, SHAME on these young men. They are unworthy the friendship of intelligent women.

PENSIONING SCHOOL TEACHERS.

While there seems to be a very general notion that school teachers should be pensioned, the Journal, on several occasions, has put itself on record against it. It opposes the pension business in the interest of the teachers. Were teachers pensioned, this would be made a pretext for paying them even less wages than they now receive. It would be argued that they are provided for in their old age, and so there is no reason for them to lay up anything for the future. The tendency would be to make them a set of pedagogical paupers. No person can be dependent and live off of gratuity of others and maintain his own respect; and no one can lose his self-respect and secure the respect of others. Teachers should seek to be independent. They should demand not simply a living, but such pay as equal talent would command if employed in other vocations. Then they should be independent as other people, should

travel as other people, should stop at hotels as other people, should take their chances for the future as other people.

The Legislature of New York recently passed a bill establishing pensions for teachers, which Governor Cornell has vetoed. In his message returning the bill with his veto he uses the following language:

"Teaching is a creditable and meritorious pursuit, and one of great usefulness, but it does not involve either personal sacrifice or undivided devotion to the public welfare. Nor does it require greater ability or preparation than other professions of life. While the service is exacting, and requires constant attention to duty, it is neither arduous nor exhausting. The compensation, as a rule, is fairly remunerative, and competent talent commands ready employment. Turning from the general question of the propriety of establishing a system of the character indicated, the particular features of this measure invoke careful consideration. Teachers employed for an aggregate period of twenty years, or, if disabled by illness or accident occasioned in the performance of duty after fifteen years' service, can apply to be retired, and the boards of education of New York and Brooklyn, by a two-thirds vote, may retire them. Any teacher so retired shall thereafter be entitled to an annual allowance, to be fixed by the board of education at the time of retirement, which shall not be less than one-half of the salary received by such teacher when so retired. The pension is, therefore, to be one-half, and may be any higher rate up to full pay, and this, too, presumably, for life. The bare statement of these premises is sufficient to demonstrate their remarkable character. Teachers usually begin their duties in early life, probably not above twenty years of age, on an average. If continued in unbroken employment the privilege of retiring would be reached at the age of forty five. At this time advantage might be taken of the provision for retiring, and, having secured the right allowed, the pensioner could enter other and possibly more lucrative employment than that of teaching."

MARRIED. WOMEN AS TEACHERS.

The Cincinnati School Board recently passed a regulation which excludes all married women from the public schools. This throws out quite a large number of teachers, many of whom have been in the service for years, and some of whom rank among the best of the corps. The action of the board has caused great commotion, not only among the teachers but in the community. The Chicago School Board, a few years ago, took the same action. The principal argument used in support of such action is, that married women as a rule, have so many home cares that they neglect their schools. The rule is certainly a very unwise and unjust one.

If teachers neglect their schools, whether married or unmarried, male or female, they should be made to answer for such neglect, if needs be, by dismissal. But the dismissal should be for *neglect of duty*, and not for the crime of being married. We know married women who teach because of misfortunes—but they are faithful and teach well. We know others who teach from

choice—and they teach well. We undertake to say that it is none of the school board's business whether a teacher is married or not. It has a right to demand a certain amount and quality of work. It also has a right to demand that a teacher shall engage in nothing out of school hours that is inconsistent with the position of a teacher, or that would injuriously affect his influence with or efficiency in the school, but aside from those things a school board has no right to inquire. Unmarried women frequently have quite as heavy home duties—men married and unmarried frequently undertake to do outside work. Any rule on this subject that is just will ignore sex and marital conditions, and will consider alone the character of work done.

NEWSPAPER CONSOLIDATION.

"The Primary Teacher" has swallowed "Barnes' Educational Monthly." Such an announcement might be nothing extraordinary, were there not considerable experience underlying it. It is well known that A. S. Barnes & Co. published this magazine chiefly to bring their publications to notice—as a cheaper method of advertising than any other. They undoubtedly find that the advantages gained were not worth the cost. If this is so, it is but the beginning of a number of similar transfers; for the field is full of educational journals, asking the patronage of teachers, that are in reality published to extend some business project. Not a month passes without new journals coming to light; and we find nearly all have considerable advertising of their own goods, the sale of which is of greater importance to them than subscribers.

Such a course is hurting the character of educational journalism—literary merit is not maintained excepting as an aid to attract to the advertising pages.

This step on the part of a leading publishing house is a move in the right direction, because it aids to improve a purely literary journal, and centre editorial talent. We believe the day is coming when many more will follow this example, and then we shall see a few choice literary educational journals with large subscription lists wielding the mighty influence of the press to advance the cause of public education. Teachers should help on such a design, and centre their subscriptions upon those journals that have no other design save the publication of a choice journal.—*Ex.*

THIS month quite an amount of space is given to the subject of "Reading for the Young. No more important subject can be discussed, and teachers are urged to give special attention to this matter. Next month the Journal will contain a list of books, carefully selected, specially adapted to the young.

The members of the State Board have entered upon their summer vacation, hence the meagerness of answers to State Board Questions.

The number of changes in city superintendents this year is unprecedentedly large. In the list are Evansville, Richmond, Madison, Greencastle, Crawfordsville, Rochester, Tipton, Anderson, Jeffersonville, Cambridge City, Greenfield, Marion, Aurora, Vevay, the high schools of Indianapolis and Evansville, several smaller cities, and several places yet to hear from.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR MAY, 1881.

- WRITING.—1. What is meant by a space in height? A space in width? 2 pts., 5 each.
2. What is the height of small *s*? Small *d*? Small *l*? 3 pts., 3½ each.
3. Analyze small *n*; small *u*; small *a*. 3 pts., 3½ each.
4. What is meant by the finger-movement in writing? 10
5. How would you arrange the writing done in an ungraded country school? 10

6. Write the following as a specimen of your hand-writing:

\$95⁵⁰/₁₀₀

INDIANAPOLIS, IND., May 1, 1881.

Ninety days after date, I promise to pay to Peter Cooper, or bearer, Ninety-five⁵⁰/₁₀₀ dollars, with interest, for value received.

THOMAS JEFFERSON.

1 to 50

ORTHOGRAPHY.—1. What are the advantages of the "oral method" in teaching pupils to spell? 10

2. How should a pupil prepare his spelling lesson? 10

3. What name is given to the last syllable of a word? What syllable is called the penult? What the antepenult? 3 pts., 4 off each.

4. Spell two other words having the same pronunciation as each of the following: *Cent*, *sight*, *raise*, *shear*. 10

5. Spell the following words (to be pronounced, and defined so far as needful by the superintendent after the preceding questions have been answered): *Work*, *first*, *heard*, *scourge*, *myrtle*, *guerdon*, *frieze*, *freem*, *isle*, *aisle*, *indite*, *indict*, *key*, *quay*, *cede*, *seed*, *straight*, *strait*, *serf*, *surf*. 60

READING.—1. In what grade can the pupil use the dictionary with profit? State reasons for your answer. 20

EVENING.

2. "Day hath put on his jacket and around
His burning bosom buttoned it with stars.
Here will I lay me on the velvet grass,
That is like padding to earth's meager ribs,
And hold communion with the things about me.
Ah! me! how lovely is the golden braid
That binds the skirt of night's descending robe.
The thin leaves quivering on their silken threads
Do make a music like to rustling satin,
As the light breezes smooth their downy nap."

From a study of the metaphors in this selection what would you suppose the occupation of the author to be? 20

3. What use would you require pupils to make of the dictionary in preparing this lesson? 20

4. Make all the diacritical marks used to represent the different sounds of *o*, and write a word illustrating each sound. 20

5. State fully the value of the practice of spelling words by sound. 20

ARITHMETIC.—1. [(What? $+7+6-15$) $\times 3$] $+(16-7)=20$.

5 proc.; 5 ans.

2 (a) Define a compound number. (b) Give an example. (c) Are the following compound numbers? 9 yd. and 3 gal.? 7 bu. and 4 lb.? (d) Why?

a, 3; b, 3; c, 2; d, 2

3. Add $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{6}$. By analysis.

6 anal.; 4 ans.

4. A merchant tailor sold a suit of clothes for \$64 40, thereby gaining 15 per cent. He sold another suit for \$60 and lost the same amount of money as he gained on the first suit. What per cent. did he lose on the last suit?

7 proc.; 3 ans.

5. It requires 80 da. for 26 men to build an embankment. How long will it require 32 men to do the same amount of work? By analysis.

6 anal.; 4 ans.

6. What is the *unit* of (a) *surface*, such as land, and what the *unit* of (b) *volume* or solidity, in the metric system? (c) Give the size of these units in terms of the metric system.

a, 3; b, 3; c, 2, 2.

7. At what per cent. per annum will \$456 amount to \$535.04, in 3 yr., 5 mo., 18 days?

5 proc.; 5 ans.

8. A person, having to meet the payment of note \$1,500 due, with interest for 6 mo. at 7 per cent. per annum, desires to discharge this debt with the proceeds of a 90-day note which he can have discounted in bank at 6 per cent. per annum. For how much must he draw the second note?

5 proc.; 5 ans.

9. What is the largest square stick of timber that can be cut from a log 6 ft. in diameter?

5 proc.; 5 ans.

10. (a) To what extent should short processes and abridged calculations be used in advanced classes? (b) Why?

a, 5; b, 5.

GRAMMAR.—1. He is still in the situation you saw him. Correct. 10

2. Compare *much*, *few*, *ill*, *beautiful*, *red-hot*.

5 pts., 2 each.

3. Write a sentence containing the words *each other* and one containing the words *one another*, correctly used.

2 pts., 5 each.

4. Analyze: "At midnight, in his guarded tent,

The Turk was dreaming of the hour,

When Greece, her knee in suppliance bent,

Should tremble at his power."

10

5. Punctuate and capitalize: the past tense should not be employed in forming the compound tenses nor should the past participle be used for the past tense thus say to have gone not where went.

10

6. Which should be studied first parsing or analysis? Why?

2 pts., 5 each.

7. *Feeling* very much *discouraged*, he *speedily* finished *writing*. Give the construction of *feeling*, *discouraged* and *writing*. 3 pts., 3½ each.

8. The gallant *king*, he *skirted* still
The margin of that mighty hill.

Give the construction of *king* and *skirted*. 2 pts., 5 each.

9. Either the young man or his guardian have acted improperly. Correct and parse the corrected word. 2 pts., 5 each.

10. I tell you *what*; you are very much mistaken. Parse *what*. 10

GEOGRAPHY.—1. From the year 1800 to the year 1899, inclusive, how many leap years will there be? Why? 2 pts., 5 each.

2. What is the distinction between great circles and small circles? 10

3. Define sea, and river. 2 pts., 5 each

4. For what are rivers in level countries chiefly valuable? for what those in hilly countries? 2 pts., 5 each.

5. What kind of water does a melting iceberg yield? 10

6. The inhabitants of one country are generally highly civilized, while those of another are semi-barbarian. What kind of government would you expect to find in these countries, respectively? Why? 2 pts., 5 each.

7. Name the States in the United States that border on the great lakes. 8 pts., 1½ off each.

8. Name the three great southern peninsulas of Europe. 3, 3, 4.

9. What Asiatic empire is the most populous? Which is the least so? 2 pts., 5 each.

10. In what particular does Holland resemble Venice? 10

HISTORY.—1. Give the reason why history should be included in the studies of the public schools. 3 pts., 4 off each om.

2. What was the condition of our national finances in 1780? 10

3. Give an account of the Peace Conference, Washington, 1861. 10

4. What was the Webster-Ashburn treaty, 1843? 10

5. Tell the story of the invention of the cotton gin. 10

6. Write the main facts in the life of Henry Clay. 10

7. Name three of the greatest living prose writers of the United States. 3 pts., 4 off each om.

8. (a) How did the U. S. acquire the territory where St. Louis now stands? (b) How that where Chicago stands? a, 5; b, 5.

9. What States were formed from the Northwest Territory? 10

10. What is the rank of Indiana, in population, among the States of the Union? 10

NOTE.—Narratives and descriptions are not to exceed six lines.

PHYSIOLOGY.—1. What does a longitudinal section of a bone show as to the structure of a bone? 10

2. How can it be shown that the substance of bone is constantly undergoing changes? 10

3. Why may a sprain prove to be a greater injury than a fractured bone? 10

4. Why do some persons swing the hands violently when walking? 10

5. What are three uses of the nails? How do nails grow? 4 pts., 3 off each om.
6. How often should the teeth be cleansed? What rules would you give concerning the use of dentrifices? 2 pts., 5 each.
7. What are two of the evil effects of tight lacing? 2 pts., 5 each.
8. Name five evil results of rapid eating? 5 pts., 2 each.
9. What is the great objection to the use of stimulants? 10
10. Why are the "guest chambers" and the "best rooms" of a house generally unhealthy? 10

THEORY AND PRACTICE.—Write a page or more on the use of the text-book by the teacher in class instruction and drill, stating, (*a*) the advantages of the non-use of a text-book; (*b*) the class exercises in which its use may be justifiable; (*c*) the daily preparation by the teacher necessitated by the non-use of the text-book; (*d*) the assistance afforded by written analysis or outlines; (*e*) the importance of teaching each lesson clearly and thoroughly. 1 to 100

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED IN JUNE—BY THE MEMBERS OF STATE BOARD.

- GEOGRAPHY.**—1. From west to east. Alternations of day and night.
2. Those at the right signify degrees of latitude; those at the bottom signify degrees of longitude.
3. In summer, because the sun being south of the equator at that time, the heat is greater and more prolonged than at other seasons.
4. Because the mountain ranges are too close to the sea coast to allow of the union of many streams to form large rivers.
5. Through Germany, Austria, and Roumania. The Black Sea.
6. England, Asia, Europe. Europe.
8. They are caused by the calm spaces between ocean currents permitting the accumulation of large quantities of sea-weed—from which comes the name, meaning grassy sea. In the Pacific off the west coast of North America; in the Atlantic off the peninsula of Florida; in the Atlantic off the coast of Patagonia.
9. The longest, 69½ miles, is found at the equator; the shortest is nothing, at the poles.
- 10.

State.	Capital.	Lake.	River.	Mountains.	Ocean Border.
New York.	Albany.	George.	Hudson.	Adirondack.	Long Isl'nd Sound.
Missouri.	Jefferson City.	No important one.	Mississippi, Missouri.	Ozarks.	None.

PHYSIOLOGY.—1. To protect delicate organs; to serve as levers for muscular action; to give and preserve shape to the body.

2. The voluntary muscles are called into action by the will, while the involuntary muscles are but slightly under its influence. The involuntary muscles, in their action, being necessary to life, must be under the influence of a nervous energy, not subject to the will, and so not subject to intermitted action.

3. They were accustomed to bathe frequently, using especially the vapor bath. The large number of baths that still remain in ruin, and ancient histories.

4. It is absolutely essential to the health and integrity of the red corpuscles, without which healthy muscle and healthy blood are impossible.

5. A little food well masticated. Because, being presented to the digestive organs in a more thoroughly softened state, absorption and assimilation are more rapid and perfect.

6. It is the taking, by each tissue, of the elements, contained in the blood, necessary for its repair and growth. This arrangement presents the elements to the organs not only in the most divided form, but to every part.

7. No. If they were, any slight obstruction to respiration would so interfere with the proper aeration of the blood, that slight causes would result in loss of life.

8. Proper exercise not only strengthens the muscles involved, but gives additional power to the heart, strengthens all the vital functions, and makes the mere fact of living a positive pleasure.

9. Those which animals have in common with vegetable life, namely, digestion, circulation and respiration.

10. It aids in the choice of proper articles of food, detecting those which are putrid, rancid, or otherwise improper. It serves, especially, to warn us of the presence of noxious gases and vapors, and other deleterious substances in the air, and so is a great protection to respiration.

ARITHMETIC.—1. Ans. 54000. — $53815 \div 375 = 143$ and 190 rem.; and $375 - 190 = 185$. Now $53815 + 185 = 54000$, which is nearer to 53815 than $53815 - 190$.

$$2. (1\frac{1}{2} \times 2\frac{1}{2}) + (2\frac{1}{2} - 1\frac{1}{2}) = (\frac{1}{2} \times \frac{1}{2}) + (\frac{1}{2} - \frac{1}{2}) = \frac{1}{2} + \frac{1}{2} = 1 \times \frac{1}{2} = 10\frac{1}{2}, \text{ ans.}$$

$$3. (1) \text{ If 1 5-cent piece} = 5 \text{ gr.,}$$

$$: 174 \text{ 5-cent pieces} = 5 \text{ gr.} \times 174 = 870 \text{ gr.}$$

$$(2) \text{ Since 1 gram} = 15.432 \text{ grains}$$

$$: 1 \text{ hectogram} = 15.432 \text{ gr.} \times 100 = 1543.2 \text{ gr.}$$

$$(3) \text{ Since } 1543.2 \text{ gr.} = 1 \text{ hectogram,}$$

$$: 1 \text{ gr.} = \frac{1}{1543.2} \text{ hectogram,}$$

$$: 870 \text{ gr.} = \frac{1}{1543.2} \text{ hg.} \times 870 = \frac{870}{1543.2} = \frac{2175}{3858} \text{ hg. ans.}$$

NOTE.—The original question read, "A 5-cent piece weighs 5 grams, etc." Through mistake in printing the questions, "GRAMS" was made "grains," which makes a very troublesome question.

$$4. (1) 100 \text{ per cent.} = \text{enrollment.}$$

$$(2) 100 \text{ per cent.} - 5 \text{ per cent.} = 95 \text{ per cent.}$$

$$(3) 845 \text{ pupils} = 95 \text{ per cent.}$$

$$\frac{845 \times 100}{95} = 889 + \text{pupils.}$$

5. $\$3540 \times .05 = \177 , discount for cash.

$\$3540 - \$177 = \$3363$, amount he must borrow.

10 per cent. per annum $= 10$ per cent. $\times \frac{1}{4} = 2.5$ per cent. for 3 mo.

$B - ? = B$ 100 per cent.

$D \$3363 = D$ 97.5 per cent.

$R - ? = R$ 20 per cent. $\times \frac{1}{4} = 2.5$ per cent.

$B = \frac{\$3363 \times 100}{97.5} = \3449.23 +, face of the note.

$\$3540 - \$3449.23 = \$90.77$, gain.

6. $P = \frac{I}{RXT}$

9 mo. 11 da $= 281$ da.

$P = \frac{86.15}{100 \times \frac{281}{360}} = \frac{86.15 \times 100 \times 360}{100 \times 281} = \1103.70 + ans.

7. Since 15 A. in 10 da. can be mowed by 2 men,

: 1 A. " 10 da. " " $\frac{1}{15}$ of 2 m. $= \frac{2}{15}$ m.

: 1 A. " 1 da. " " $\frac{2}{15}$ m. $\times 10 = \frac{4}{3}$ m.

: 27 A. " 1 da. " " $\frac{4}{3}$ m. $\times 27 = 36$ m.

: 27 A. " 9 da. " " $\frac{1}{9}$ of 36 m. $= 4$ m.

8. $\sqrt[3]{41063625} = 345$.

$A = \pi R^2$.

9. (1) Area up. base $= 3.1416 \times 4 = 12.5664$ sq. ft.

(2) " low. " $= 3.1416 \times 9 = 28.2744$ sq. ft.

(3) " mid. " $= (3.1416 \times 4 \times 3.1416 \times 9)^{\frac{1}{2}} = 18.8496$ sq. ft.

(4) " aver. " $= (12.5664 + 18.8496 + 28.2744) \div 3$.

(5) " vol. " $= 29.804 \times 12 = 238.7616$ cu. ft.

10. The term *denominate* is applied to a number having a name which expresses a particular quantity, value, or amount; as, 5 bu., \$3, 4 yd.

The term *concrete* is applied to a number which has a name; as, 3 books, 9 pencils, 3 rd.

All denominate numbers can be changed in denomination without affecting their value. Some concrete numbers can be changed in denomination without affecting their value; but such numbers are denominate.

All denominate numbers are concrete, but not all concrete numbers are denominate.

NOTE.— π is read Pi, and equals 3.1416.

GRAMMAR.—3. Punctuation is the art of dividing a writing into sentences and members of sentences by points. It is solely a matter of grammar and has no more reference to reading than the nouns and verbs of the sentence have.

5. Take any one of the five. No man is so poor as to have nothing to enjoy. She is a very poor woman. He drew up a petition in which he represented his grievances. I suppose it rained here yesterday.

NAMES AND ADDRESSES OF THE COUNTY SUPERINTENDENTS OF INDIANA,

Elected June 6th, 1881, for a Term of Two Years.

COUNTIES.	NAMES.	ADDRESSES.
Adams.....	Geo. W. A. Luckey.....	Decatur.
Allen.....	Jeremiah Hillegass	Fort Wayne.
Bartholomew	John M. Wallace	Columbus.
Benton	*B. F. Johnson	Fowler.
Blackford.....	Lewis Willman.....	Hartford City.
Boone.....	Thos. H. Harrison.....	Lebanon.
Brown	*Simon P. Neidigh.....	Nashville.
Carroll	T. H. Britton	Burlington.
Cass	Peter A. Berry	Logansport.
Clark.....	Alexander C. Goodwin.....	Charlestown.
Clay.....	*John W. Stewart.....	Brazil.
Clinton.....	Wm. H. Mushlitz.....	Frankfort.
Crawford.....	Jerry S. Hall	English.
Daviess	David M. Geeting ...	Washington.
Dearborn	Harvey B. Hill	Aurora.
Decatur.....	*John H. Bobbit.....	Greensburg.
DeKalb.....	*James A. Barnes.....	Waterloo.
Delaware.....	A. W. Clancy.....	Muncie.
Dubois	*Andrew M. Sweeney.....	Jasper.
Elkhart	*Piebe Swart.....	Goshen.
Fayette	Josiah S. Gamble.....	Connersville.
Floyd	*Levi H. Scott.....	Scottsville.
Fountain	Arthur M. Booe	Veedersburg.
Franklin	*Michael A. Mess	Brookville.
Fulton	*Wm. J. Williams..	Rochester.
Gibson.....	*Henry A. Yeager.....	Princeton.
Grant.....	George A. Osborn	Marion.
Greene.....	*Samuel W. Axtell.....	Bloomfield.
Hamilton.....	*F. M. Householder.....	Noblesville.
Hancock	Aaron Pope.....	Greenfield.
Harrison	Daniel F. Lemmon.....	Corydon.
Hendricks.....	Jas. A. C. Dobson	Brownsburg.
Henry	Timothy Wilson	Spiceland.
Howard.....	John W. Barnes	Kokomo.
Huntington	*Edwd. A. McNally.....	Huntington.
Jackson	Jas. B. Hamilton.....	Brownstown
Jasper	David B. Nowels.....	Rensselaer.
Jay.....	*Wm. J. Heuk	Portland.
Jefferson	*O. E. Arbuckle	Madison.
Jennings	*Townsend Cope.....	Butlerville.
Johnson.....	*David A. Owen	Franklin.
Knox.....	Elisha B. Milam.....	Vincennes.
Kosciusko.....	*Samuel D. Anglin	Warsaw.
LaGrange ..	*Enoch G. Machan	LaGrange.
Lake	Wm. W. Cheshire.....	Crown Point.
LaPorte.....	Warren A. Hosmer	LaPorte.
Lawrence	*Wm. B. Chrisler.....	Bedford.
Madison.....	*Wm. M. Croan	Anderson.
Marion	Lea P. Harlan	Indianapolis.

* New members.

COUNTIES.	NAMES.	ADDRESSES.
Marshall	*Thomas Shakes.....	Plymouth.
Martin	*Ziba F. Williams	Keck's Church.
Miami.....	*Walter C. Bailey.....	Peru.
Monroe.....	John M. McGee.....	Bloomington.
Montgomery.....	John G. Overton.....	Crawfordsville.
Morgan.....	*E. W. Paxson.....	Martinsville.
Newton.....	Wm. H. Hershman.....	Kentland.
Noble	Nelson Prentiss.....	Albion.
Ohio	*A. G. Sweazey	Bear Branch.
Orange.....	*Geo. W. Faucett.....	Orangeville.
Owen.....	*Oliver P McAuley.....	Spencer.
Parke.....	*Wm. H. Elson	Carbon, Clay Co.
Perry	Israel L. Whitehead.	Rome.
Pike.....	L. W. Stewart.....	Petersburg.
Porter.....	Reason Shinaberger.....	Valparaiso.
Posey.....	*James Kilroy.....	Mount Vernon.
Palaski.....	W. E. Netherton.....	Winamac.
Putnam	*Leonidas E. Smedley	Greencastle.
Randolph.....	Daniel Lesley.....	Winchester.
Ripley	Thomas Bagot.....	New Marion.
Rush.....	J. L. Shauck.....	Rushville.
Scott.....	*Jas. H. McCullough.....	Scottsburg.
Shelby	*W. T. Jolly.....	Shelbyville.
Spencer.....	*John Wyttenbach.....	Rockport.
Starke.....	*Geo. A. Netherton.....	Knox.
Steuben.....	Cyrus Cline.....	Angola.
St. Joseph	Calvin Moon....	South Bend.
Sullivan.....	James A. Marlow.....	Sullivan.
Switzerland.....	*James R. Hart	Vevay.
Tippecanoe.....	Wm. H. Caulkins....	LaFayette.
Tipton.....	George C. Wood	Sharpsville.
Union.....	*John W. Short.....	Liberty.
Vanderburgh.....	*J. W. Davidson.....	Evansville.
Vermillion.....	Hugh H. Conley	Clinton.
Vigo	Jason H. Allen.....	Terre Haute.
Wabash.....	*Harvey A. Hutchins	Wabash.
Warren.....	*Alonzo Nebeker.....	Williamsport.
Warrick.....	*Wm. W. Fuller.....	Boonville.
Washington.....	John A. Beck	Salem.
Wayne.....	John C. Macpherson	Richmond.
Wells.....	*Wm. H. Ernst	Bluffton.
White.....	*Wm. Guthrie.....	Monticello.
Whitley.....	Alex. J. Douglas.....	Columbia City.

NOTES CONCERNING THE ELECTION OF COUNTY SUPERINTENDENTS.

In Hendricks county Mr. Dobson was re-elected on the *hundred and sixty-fifth* ballot, near midnight.

Samuel Axtell, of Greene county, who has been in tribulation during the last year, was vindicated by a re-election.

W. T. Stillwell, who has been superintendent of Gibson county since the office was created, and who was examiner for many years previous, was defeated.

In Vermillion county the trustees elected a man who had not resided in the county a year, and who was therefore not eligible; so Mr. Conley holds over by law and on merit.

J. C. Macpherson, of Wayne county, had a vigorous attack made upon him, but was re-elected on the first ballot by a vote of 13 to 1. One trustee out of compliment voted for a neighbor.

Never before were there so many changes in county superintendents. Had there been one more change exactly half the superintendents would have been *new*. This is rather a bad omen as regards the popularity of the office.

Thos. H. Harrison, of Boone county, held the office last term because the trustees failed to elect on the day specified by law. This time the trustees failed to decide the matter again, and Dr. Harrison will hold for two years more.

In Vigo county the trustees balloted till midnight, and then adjourned to meet again, but they afterwards learned that according to a late decision of the Supreme Court the election must be held on the day named in the law or not at all.

In Miami county the successful man did not receive a vote till on the 8th ballot, he received *one*, which was kept up a few times, when he disappeared till the sixty-third ballot. Then he received five votes, and the next ballot, the sixty-fourth, he received eight votes, the number necessary to elect.

In Daviess county there are 10 trustees, 5 democrats and 5 republicans. Everybody expected a tie vote, and that the auditor, being a democrat, would vote against the present incumbent, Mr. Geeting. It turned out otherwise. Mr. Geeting received 6 votes on the first ballot. No democrat would admit, under the pressure, that he had gone over to the enemy. A man who was determined to get the bottom facts went to each democrat with an affidavit, and each signed it, denying that he voted for Geeting. The mystery is not yet solved, but Geeting is superintendent "all the same."

ISLAND PARK ASSEMBLY.—Remember, the Island Park Assembly began its third annual meeting on the island in Sylvan Lake, near Rome City, Noble county, Ind., June 29th, to continue to July 15th. Education, Music, Theology, Sunday Schools, Art, Microscopy, will all receive special attention. Some of the most prominent educators in the land will be present and lecture.

LOGANSFORT has inaugurated the system of public oral examinations. When conducted in an honest way they may serve an excellent purpose—they secure a large attendance of patrons, who thus learn something of the inside of the schools. The experiment at Logansport was a great success, and will most likely become a permanent arrangement.

TROUBLE AT THE STATE NORMAL SCHOOL.

It has been known to a few persons for nearly two years that there was not entire harmony between the president of the State Normal School and a majority of the faculty; more recently most of those at all acquainted with the school knew of the trouble.

The matter came to a head at a recent meeting of the Board of Trustees, when five members of the Faculty, in a lengthy written communication to the board, preferred charges against the president. The paper sets forth the theory of the school as understood by the authors, and then charges that President Brown's ideas of the school differ materially from this; that his course, if persisted in, will materially lower the standard of the school; that he is arbitrary and acts independent of the faculty in regard to matters that they should be consulted about, etc. They make their appeal in the interest of a high standard of scholarship in the school.

Mr. Brown was present when the paper was read, and when called upon to make answer, responded that he had nothing to say, but rested his case on the paper itself. The board, however, had before learned Mr. Brown's version of the trouble. He claims that the changes he proposes would tend to popularize the school and adapt it to the needs of a larger number of students, without lowering the standard. He also claims that he has not interfered with or attempted to interfere with the work done by any of those teachers, but left them entirely free to conduct their own departments in their own way; that he only wishes to conduct his own department in his own way, and to control the general plan of the school, as he is held chiefly responsible for it.

The trustees, after carefully considering the paper, returned to the petitioners the following answer:

To Messrs. J. T. Scoville, C. W. Hodgins, J. M. Wilson,

S. S. Parr, and Miss A. P. Funnelle:

Gentlemen:—The board of trustees having considered the paper submitted by you on yesterday, have adopted by a unanimous vote, the following report of their committee, and I am instructed to forward you this copy.

JOS. GILBERT, *Sec'y.*

REPORT.

Your committee have taken the written statements of five members of the faculty into deliberate consideration, and after investigating the matter to our satisfaction, we have reached the following conclusion:

1. That whatever mistakes may have been made by the president, they were incident, in part to the newness of the position to him, and, in part, to a want of cordial support of some of the members of the faculty; but we discover nothing in his conduct requiring censure at our hands.

2. It is evident that many of the alleged causes of complaint mentioned in the paper, have been too forcibly put, and too strongly colored. There has been too little toleration of liberty in regard to technical differences. This is clearly the case in the history given of the advices and conversation of a committee of the board of trustees, to which allusion is frequently made.

3. We regard the president as the real as well as the nominal head of the

institution, and chiefly responsible for its success, and that his authority as such should be recognized and respected.

4. Recognizing the truth that "the school is an organic unity"; that in order to secure its highest success the board of trustees, the president and faculty should work in harmony, we see nothing in the condition of things, viewed in the light of the paper presented for our consideration, that should reasonably prevent such harmonious work, and are clearly of the opinion that whenever any member of the faculty can not cordially co-operate with the other members of it, and support the president in carrying out the spirit of the rules of the board which define the situation and duties of the president and the faculty, he should tender his resignation."

The five members of the faculty above named have since resigned. The editor of the Journal has a high personal regard for each of the resigned members and knows that it will be difficult to *fill* their places, and regrets very much that they could not work in harmony with the president, since the changes made and proposed to be made were unanimously and cordially endorsed by the members of the board, who are honorable and intelligent men. He is wholly unable to see how the standard of the school for thoroughness could be materially lowered, even if the president desired, while the general course of study has been extended one term and the teaching is largely in the hands of the faculty.

STATE CONVENTION OF COUNTY SUPERINTENDENTS.

The annual State Superintendents' Association met June 28th, in High School Hall, Indianapolis, at 2 P. M. The association was called to order by the president, J. C. Macpherson, of Wayne county. When the roll was called by the secretary, I. S. Gamble, of Fayette county, the following superintendents were found present:

John M. Wallace, B. F. Johnson, Thos. H. Harrison, Simon P. Neidigh, T. H. Britton, Alex. C. Goodwin, John W. Stewart, David M. Geeting, John H. Bobbit, James A. Barnes, A. W. Clancy, Josiah S. Gamble, Michael A. Mess, Wm. J. Williams, Henry A. Yeager, Geo. A. Osborn, Sam'l W. Axtell, Aaron Pope, Jas. A. C. Dobson, Timothy Wilson, John W. Barnes, Edward A. McNally, Jas. B. Hamilton, David B. Nowels, Wm. J. Houk, O. E. Arbuckle, Townsend Cope, Elisha B. Milam, Enoch G. Machan, William W. Cheshire, Wm. B. Chrisler, Wm. M. Croan, Thos. Shakes, Ziba F. Williams, Walter C. Bailey, John M. McGee, John G. Overton, E. W. Paxson, Wm. H. Hershman, Nelson Prentiss, George W. Faucett, Oliver P. McAuley, L. W. Stewart, Leonidas F. Smedley, J. L. Shouck, W. T. Jolly, James A. Marlow, Wm. H. Caulkins, Geo. C. Wood, Hugh H. Conley, Alonzo Nebeker, John A. Beck, John C. Macpherson, Wm. H. Ernst—54 in all.

The president entertained the association with a brief inaugural address, outlining the work to be done, which was full of good suggestions. (It will be printed next month.—Ed.)

A report from the trustees of the State University was received through Prof. R. Houghton, favoring the unification of the school system of the state, the principal points of which are the following :

1. That the district and town schools be graded and graduated into the high schools of the county.
2. That for the high schools, not commissioned as at present provided, a system of examinations be arranged through the county superintendents, so that applicants for admission to the State University might be examined at home.
3. That such a system of promotion, wisely conducted, would encourage higher education.

Most of the suggestions were heartily endorsed, but final action on the main plan was postponed for one year.

Superintendent Prentiss, of Noble county, made a verbal report for the Committee on School Visiting. He regarded *visiting* as the "sheet-anchor" of superintendency, and gave some sound arguments to sustain his views.

At the close of the report the question was asked: "How long should the superintendent stay in making a visit?" Mr. Dobson, of Hendricks, said one hour was long enough as a rule. He advocated short and frequent visits. Mr. McGee, of Monroe county, could not agree with the last speaker. He said it sometimes required long and other times short visits to form a proper idea of the school. The superintendent of Fayette said, let time and circumstances determine. Mr. Beck, of Washington, said the law was defective in that it required the superintendent to visit all the schools. He thought some might be omitted and others ought to be visited twice. Mr. Wilson, of Henry, made some practical remarks, in which he favored longer visits. Messrs. Wallace, Pope, Mess, Nowles, Shakes, and Marlow all spoke, and a majority seemed to favor longer visits. Axtell favored notifying the teacher beforehand of visits. Most superintendents condemned this plan.

The Committee on Township Institutes reported through its chairman, Mr. Caulkins, of Tippecanoe, which report contained many items of interest to the new superintendents more especially.

1. Shall we conduct Township Institutes before the schools begin? Almost the entire association took part in discussing this question, and there was so much difference of opinion that no definite plan was agreed upon.
2. Shall we license applicants from manuscripts sent under seal by another superintendent? The question was decided in the negative. It was the prevailing opinion that an inexperienced teacher should not receive more than a 12 months license. It was agreed to establish a new scale of per cents upon which to grant licenses. Theory and experience are to form a ninth subject upon which to mark and grade. It requires for a six months' license a general average of 70 per cent., not falling below 60 per cent. in any one branch; for a 12 months' license a general average of 80 per cent., not falling below 65 in any; for 18 months, a general average of 90 per cent., not falling below 70; for 24 months, a general average of 95, not falling below 75.

The members of the State Board of Education, ex-Supts. L. M. Crist, of Union; C. W. Harvey, of Greensburg; W. A. Bell, Ed. Ind. School Journal;

D. E. Hunter, of Washington; and ex-State Supt. Smart were present during the session and rendered substantial aid.

Hon. J. M. Bloss, on behalf of the Committee on County Institute Work, read a report presenting a printed plan and manual for said work, which was excellent and heartily approved. Explanatory of the plan Dr. White, of Purdue, State Supt. Bloss, Pres. Brown of Terre Haute, ex-State Supt. Smart, Profs. Cooper and Tarbell spoke commending it to the consideration of the association, and it was adopted and ordered used.

A committee of five was appointed to prepare a form of license, using the new advanced grading. The following are the members of said committee: J. M. Bloss, W. A. Bell, H. S. Tarbell, J. A. C. Dobson of Hendricks, and A. Pope of Hancock. This committee to get at work immediately.

A motion for a three days' session for next annual meeting prevailed.

A uniform course of study was fixed for all the schools at five grades.

The officers elected for next year are as follows: President, John M. McGee, of Monroe county; first Vice-President, John G. Overton, of Montgomery county; second Vice-President, David M. Geeting, of Daviess; Secretary, George A. Osborn, of Grant; Treasurer, Wm. M. Croan, of Madison.

Hon. Jas. H. Smart extended an invitation to county superintendents to attend the National Teachers' Association, which is to meet at Atlanta, Ga.

Votes of thanks were extended the State Board of Education for their aid in the work, and the proprietor of the Grand Hotel for hospitality shown the association.

Thus closed one of the most interesting meetings that has ever been held by the county superintendents of the state.

J. C. MACPHERSON, Pres.

J. S. GAMBLE, Sec'y.

PURDUE UNIVERSITY.—The seventh annual register of this vigorous institution is a neat pamphlet of sixty-four pages, full of important information respecting its condition, progress, and advantages. It contains the names of 254 students matriculated the past year, an increase of 51 over the enrollment of the previous year. The courses of study have been improved and the work enlarged, especially in Mechanics and English. The pamphlet contains a fine full-page engraving of the group of buildings and campus—the same engraving that adorns the present issue of the Journal. Purdue has passed from a hopeful experiment to a recognized success, and the next two years will witness still greater progress. The board has made provision for erecting a suitable building for the "Experimental Station," for making an addition to the Green-House for propagating purposes, and for enlarging the Mechanics Shop. The new chair of English and History is to be filled by Prof. John A. Maxwell.

H. B. Brown, principal of the Valparaiso Normal, has just completed two buildings to accommodate students, and is beginning a large main building that will contain chapel, normal hall, library room, science room, etc. There is no end.

GEMS OF THOUGHT.

"Three roots bear up dominion: Knowledge, Will,
These twain are strong, but stronger yet the third—Obedience."

He that knows himself knows others.

To know is one thing, to *do* is another

Fools rush in where angels fear to tread.

A misanthrope is one of the devil's amanuenses.

One of the sublimest things in the world is plain truth.—*Bulwer*.

He that buys what he does not want will soon want what he can not buy.

"Truth is the foundation of all knowledge and the cement of all society."

We can not think too highly of our own nature, nor too humbly of ourselves.

When young, we trust ourselves too much; when old, we trust others too little.

He that can please nobody is not so much to be pitied as he whom nobody can please.

Every man must work at something. The moment he stops working for humanity, the devil employs him.

Those who value themselves merely on account of their ancestry have been compared to potatoes, *all that is good of them is under the ground*.

ANTIOCH COLLEGE, located at Yellow Springs, Ohio, has been compelled to suspend for a few years in order to replenish its exchequer. Unfortunately more than \$70,000 out of \$110,000 endowment is, at present, tied up in unproductive real estate. Rather than to attempt to sustain a college with their small income, or to encroach upon the principal, the trustees deemed it wise to suspend until the endowment could be converted into money, when they would be able to sustain the college on a respectable basis. It is confidently believed that this can be done within a few years. In the meantime a good preparatory or normal school will be conducted in the college buildings, which will be self-sustaining. There is no doubt whatever that the college will be reinstated, to go forward in its noble work. Hoarce Mann's spirit in it can never die.

The Catalogue of the State Normal School for 1880-81 is at hand. It contains all needed information in regard to the school, and syllabuses of the different subjects taught indicate the methods employed.

The whole number of students for the year, counting none who did not attend at least one month, is 588, and including the training school connected with it, 785. This is a large attendance considering that the school is strictly professional, and admits none who do not promise to engage in teaching.

At their recent meeting the trustees passed resolutions strongly endorsing the administration of the president, Geo. P. Brown.

HO FOR ATLANTA!—Low rates for round-trip tickets to Atlanta have been secured. Teachers who wish to go, by way of Cincinnati or Louisville, and who wish to pass over the Grand Rapids and Indiana Railroad, Pan-Handle Line, the Lafayette and Cincinnati Line, and the Jeffersonville, Madison and Indianapolis Line, must secure certificates of J. H. Smart, 16 Bates Block, Indianapolis. These certificates will secure tickets at their respective railroad stations.

Price of tickets for Indiana teachers will vary from \$22 to \$28, depending upon the route taken and the starting-point. Certificates and full information can be obtained by corresponding with J. H. Smart.

We hear of a large number of Indiana teachers who are going, and we hope to hear of others.

An opportunity to visit Chattanooga and Lookout Mountain is well worth the price of the trip.

At the annual meeting of the Social Science Association of Indiana, school people took an active part. Dr. Moss, of the State University, delivered the annual evening address; J. B. Roberts, of the Indianapolis high school, read a paper on "A New Emancipation"; Mrs. M'Rae, of Muncie, was on the programme, but was prevented from attending; W. A. Bell read a paper on "Education vs. Heredity."

Van Antwerp, Bragg & Co. have purchased from Ivison, Blakeman, Taylor & Co., an interest in "Swinton's Supplementary readers." They are charming little books, alike adapted to supplementary reading and to independent reading. The titles of the books are: Easy Steps for Little Feet; Golden Book of Choice Reading; Book of Tales; Reading in Nature's Book; Seven American Classics; Seven British Classics.

Union Christian College has just closed the most prosperous year enjoyed for a decade. The college is worthy a liberal patronage. It is the only college in the West under the control of the Christian (original) Church, and the denominational support usually given to other colleges would fill U. C. C. with students. It is certainly worthy their patronage.

QUERY.—Will not some successful primary teacher give his daily programme (with explanations and suggestions) for a school, composed of the A B C class, and First and Second Reader classes? Also, will some one give, in the Journal, a successful method of teaching the alphabet?

A PRIMARY TEACHER.

D. M. Geeting, Supt. of Daviess county, in his report to the county board, submitted May 1, 1881, makes some of the best suggestions and some of the most practical statements that we have yet seen.

The Legislature of the State of Arkansas has enacted a law fixing the pronunciation of the name of the state. It is hereafter to be pronounced *Arkansaw*. This settles the matter.

COLUMBIA CITY graduated its first class from its high school this year. M. C. Barnhart is the superintendent.

The Dublin high school graduated three this year.

The Vincennes high school commencement was made a grand occasion.

Goshen graduated 7 persons from its high school. Emma R. Chandler is still principal.

The school trustees of Muncie are trying to settle their difficulties by three lawsuits. Bad.

MT. VERNON.—The Mt. Vernon high school graduated this year nine—8 girls and 1 boy.

A list of summer normals and county institutes, with some other matter, is crowded out this month.

The Central Normal Summer School of Music, Elocution and Art, will open at Danville, July 18th. Alex. C. Hopkins, Secy.

The annual catalogue of Hartsville University for 1880-81 shows the school to be in a good condition. Rev. C. H. Kiracope, A. M., is president.

Spiceland Academy graduated this year 6 persons, one of whom was Oscar R. Baker, a teacher of recognized ability in the eastern part of the state.

The State Board examined six candidates for state certificates June 28th, 29th and 30th. The names of the successful ones will be printed next month.

DUBOIS COUNTY.—The third annual meeting of the Dubois County Teachers' Association will meet at Huntingburg, July 13th, 14th and 15th. An excellent programme is presented.

The National Normal at Lebanon, O., the father of all independent normals in this part of the country, is now closing its 26th year under the direction of its original president, Alfred Holbrook.

PERSONAL.

R. W. Wood is re-elected at Liberty,

W. B. Alford is re-elected as principal at Arcadia.

S. B. McCracken is principal of the Camden schools.

A. Blunt remains as superintendent of the Goshen schools.

C. P. Doney will remain as principal of the Logansport high school.

J. C. Eagle will stay at Edinburg another year at an increased salary.

J. K. Waltz has been elected for another year as Supt. at Logansport.

Walter Q. Scott, formerly president of Wooster University, has been elected president of the Ohio State University *vice* Edward Orton, resigned to devote his entire time to the chair of Geology in the same institution.

C. D. Bogard is the name of the new superintendent of the North Vernon schools.

Harvey Lucas, of Henry county, will have charge of the school at Troy next year.

G. G. Manning has completed his tenth year as superintendent at Peru, and is re-elected.

Jesse H. Brown, of the Indianapolis schools, can be engaged for institute work in August.

W. M. Blake, formerly of New Castle, is the new principal of the high school at Evansville.

J. F. Study, superintendent of the Anderson schools, has been elected superintendent at Greencastle.

Miss Lizzie Allen should have had credit for writing the story of Evangeline, printed in last month's Journal.

D. S. Kelley, assistant superintendent of the Evansville schools, has been elected superintendent of the Jeffersonville schools.

M. B. Anderson, of the Indianapolis high school, spent last summer vacation in Europe, and is spending this summer there also.

J. W. Stout, for the past three years superintendent of the Tipton schools, has been elected superintendent of the Greenfield schools.

Jas. Baldwin has just finished his eighth year as superintendent of schools at Huntington, the last being the most successful. He will remain there.

Dr. A. W. Brayton, teacher of natural science in the Indianapolis high school, delivered the annual address this year before the Cook county (Ill.) normal school.

A. J. Zeller, for many years principal of the Evansville high school, has been elected superintendent of the Richmond schools *vice* John Cooper, who takes the Evansville schools.

The report that C. W. Harvey, who has been superintendent of the Greensburg schools for thirteen years past, has resigned his place, is a mistake. The people can not spare him.

— Sims, superintendent of the Greenfield schools, has been elected superintendent of the Cambridge City schools, at a salary of \$1,000, which is \$500 less than the board had been paying the former superintendent. Why is this thus?

Chas. E. Fish, the new principal of the Indianapolis high school, is a Massachusetts man, 27 years old, married, a graduate of Harvard, has been four years principal of the high school of Auburn, Me., the last year was principal of the high school of Chicopee, Mass., has spent four summers in the Harvard School of Science. He comes highly recommended for scholarship and governing ability. The Journal bids him a cordial welcome to the Hoosier State.

S. C. Derby, late president of Antioch College, a Harvard man of more than ordinary culture and ability, has been elected to the chair of Ancient Languages in the State University of Ohio.

H. Greenwalt, one of the leading teachers in the Terre Haute schools, and one of the best teachers in the state, has resigned his position to engage in business in Terre Haute. It is always a loss when such men leave the educational ranks.

D. Moury, former Supt. of Elkhart county, has taken the state agency for a book entitled "Domestic Hygiene and Rational Medicine." Mr. Moury is a person of gentlemanly bearing and perseverance, and will make a success of whatever he undertakes.

A. J. Douglas, who has been Supt. of Whitley county since the organization of county superintendency, and who was county examiner as far back as the memory of the editor runs, has been elected to the office again. He is certainly the veteran superintendent of the state.

James R. Hall, who has had charge of the Cambridge City schools for several years past, has resigned his place on account of his health, and proposes to take a *rest*. The Journal wishes him a speedy recovery. The cause of education can ill afford to lose so able a superintendent.

Rev. T. C. Smith, who has for six years been president of Union Christian College at Merom, Sullivan Co., Ind., was recently unanimously re-elected for another term of six years. He has given eminent satisfaction to trustees, patrons, and students. He is a Christian gentleman and a scholar.

J. Montgomery, who has been elected teacher of Natural Sciences in the Indianapolis high school, is a native of Indiana, is a graduate of Michigan University, and has taken a two years' post-graduate course in the Natural Sciences. He was Professor of Natural Science twelve years in Woodward College, Ontario.

J. V. Coombs, E. B. Smith, Ella Davis, and Helen Smith, of the Ladoga Normal faculty, will next year join A. J. Youngblood, formerly a teacher of this state, in conducting a school in Kentucky. Indiana will thus lose four active, energetic teachers. Mr. Coombs has shown both enterprise and ability in his conduct of the normal at Ladoga.

J. B. Roberts, who for the past seven years has been principal of the Indianapolis high school, has associated himself with Hiram Hadley, to carry on a private school next year. Prof. Roberts is a person of much more than ordinary culture. He could fill with credit to himself and any college in the country the chair of Greek, Latin, or English Literature. Always genial, always a gentleman, he enjoys the uniform esteem of his students and the high regard of his associate teachers.

With two such men at the head we shall be disappointed if "The Hadley & Roberts Academy" does not receive a liberal patronage. It will without doubt be a first-class school.

Eliza Archard Connor, a graduate of Antioch College, at one time teacher in the Indianapolis high school, but for several years past a member of the editorial staff of the Cincinnati Commercial, delivered the annual address this year before the Alumni of her *alma mater*. Her subject was The Antioch Idea. In a carefully prepared address, which was delivered in excellent style without the aid of note or manuscript, she graphically described the early days of the college, under the direction and inspiration of its first president, Horace Mann. The address was universally commended, and was intensely enjoyed by the *old* students.

BOOK TABLE.

The American Educator, formerly "The Educational News-Gleaner," is now published at Lockport, Ill., by L. W. Applegate, who is editor and proprietor. The paper is a good one, and deserves the liberal support of Illinois teachers.

The Cyclopedia of Education, published by E. Steiger & Co., of New York, is being abridged, and will soon appear as "The Dictionary of Education and Instruction," at the reduced price of \$1.50. This will be within the reach of every teacher.

Scribner & Co., of New York, publishers of St. Nicholas, have recently added to this prince of magazines for boys and girls a new department, called "The St. Nicholas Treasure-Box of English Literature," and thus make it still more desirable as a supplemental reader for use in the school room.

The Semi-Weekly Inter-Ocean, published in Chicago, is one of the best metropolitan papers that we see. Each Monday it has a department entitled "Woman's Kingdom," and each Thursday it contains several columns of Educational news. It gives more attention to education than does any other paper in the country.

The Herald of Gospel Liberty, published at Dayton, Ohio, is the oldest religious newspaper in the world, having been founded in 1808. It advocates non-sectarian Christianity. Rev. A. C. Coan was recently elected its editor, and Rev. C. W. Garoutte its business manager. The paper, already prosperous, will under such control advance to still greater prosperity. No man in the Christian denomination is better fitted than is Mr. Coan to make the Herald a first-class family and religious newspaper. Under his control it will always be liberal and always Christian.

McGuffey's Reading Charts. Revised Edition. Cincinnati: Van Antwerp, Bragg & Co.

These charts, so favorably known and so extensively used in this state, have been revised. They have also been put into primer form, so that each child can have a copy at his seat. These are nicely and appropriately illustrated. They may be taught by the Alphabet, Word, or Phonic method. A color chart, skillfully and artistically arranged, accompanies both the large chart and the primer.

BUSINESS NOTICES.

See the advertisement of Purdue University and the cut of its buildings in this Journal.

The Summer School of Elocution and Shakespearean Reading will open July 6, 1881, at Indianapolis. For particulars address T. J. McAvoy, Room 64, Fletcher & Sharpe's Block, Indianapolis. 4-3t

THE HOME AND SCHOOL VISITOR should find a place in every family in which there are children. Sample copies free on application. Persons desiring to act as agents to secure subscribers will be furnished any number of copies desired, Address AARON POPE, Publisher,

Box 207.

Greenfield Ind.

The Lakeside Summer School of Science, to be conducted at Lakeside, not far from Sandusky, O., will furnish a grand opportunity for combining pleasure with instruction. The attractiveness of the location, the abundance of specimens in the various departments and the ability of the instructors combine to make this *the* school. See adv. on another page.

WANTED—100 AGENTS TO SELL GEMS OF DEPARTMENT.

J. M. OLCOTT.

S. S. HAMILL
AUTHOR OF
THE SCIENCE OF ELOCUTION

At the earnest solicitation of many former pupils and others desiring to perfect themselves in the science and art of expression, will reopen his

SCHOOL OF ELOCUTION

in Chicago, June 15th, 1881.

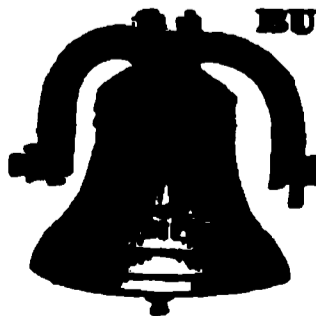
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INDIANA SCHOOL JOURNAL.


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ANTI-COMPULSORY EDUCATION.


A PAPER READ BEFORE THE INDIANAPOLIS LITERARY CLUB, BY J. B. ROBERTS, JANUARY 24, 1881.

ACH biennial meeting of the General Assembly brings with it a crop of amendments to the school laws of the state. Before the new has been fairly tried, even before officers have become reasonably familiar with the provisions of the code, it is thrown aside like a garment grown unfashionable, though its texture may be still unimpaired. Laws for compulsory attendance are in these days quite the rage, and no well-regulated legislature is perfectly happy unless it has one or more schemes of this kind somewhere between the first reading and final passage.

These proposed enactments are, however, usually so hedged in by restrictions or blurred over by bills of exceptions that an attempt to enforce them would likely prove to be a very circuitous and expensive road to the accomplishment of nothing at all. In fact, they generally carry somewhere in the body a most effectual nullification clause.

An elaborate and apparently carefully-prepared bill is now before the legislature of this state, entitled, * "A bill to protect the rights of children, provide a uniform system of common schools, compel the attendance of children thereat, defining certain duties," etc., etc., which, if imposed upon the people of this state, would in all probability reduce the efficiency, popularity and attendance of the public schools of the state at least 20 per cent. within two years. It would

* Failed to pass on third reading for want of a constitutional majority.

carry back the common school system of the state twenty years, and reduce it most effectually to what some are pleased to style "the original idea."

What have we to do with the original idea, anyway? The pioneer generations of this country were composed of men of brains and enterprise, it is most true. They legislated and made constitutions for a few thousand people, or it may be a few hundred thousand, and these scattered through the backwoods, with but few and small towns, no railroads, little commerce and little intercourse with the world abroad. They laid a good foundation. We are rearing the superstructure.

We have magnificent cities, extensive manufactures, a world-wide commerce, and rich mines, which they either knew not of or were unable to utilize.

We have a complex system of railways. Intercourse is rapid, easy and constant, not only between remote parts of the state, but with all the world. Shall our social, business and political systems grow and keep pace with civilization; and shall we, nevertheless, bow down, with Chinese conservatism and veneration, to the ideas of our fathers in regard to school systems and methods alone? We can better judge for ourselves what we need than the astutest man of the last generation could judge for us. We may, indeed, profit by their wisdom and experience, and, at the same time, do a little independent, if not vigorous, thinking for ourselves.

Now, gentlemen, this need not be taken as a plea for or a defense of everything connected with our modern public school system.

This paper is not to be a discussion of that question; but it is not amiss at the outset to enter a protest against the assumption, too often made, that the ideas of our forefathers, living at another era and in other conditions, are themselves to be a law to us in regard to social, political or educational matters. Precedent may have fixed the lateral boundaries of our acre, and planted unmovably the corner stones; but, surely there is room skyward to build as high as we deem it safe and wise to rear our structure.

In the discussion, therefore, of this question, I do not propose to quote authorities and opinions. We may draw some conclusions, however, from the success or failure of experiments already made.

It is unnecessary to descant upon the fact that meets no denial, at least here, that "we must educate, we must educate, or we must perish by our own prosperity."

This affirmation, repeated and emphasized by all the divines, philosophers, statesmen, and thinkers of the past would not strengthen your conviction on that point. Here we stand upon the platform of a common faith. It is only when we come to consider ways and means that differences arise. That all who come after us should be wise and virtuous is a consummation devoutly to be wished, but in

our most earnest endeavors to reach this consummation there are many things that must give us pause.

There are two opposite theories of the rightful functions of government. One may be styled the "paternal theory." It regards all citizens as subjects, or rather children. Government must oversee all their interests to the minutest particulars. It must regulate all the machinery of labor and commerce; limit the rate of interest by usury laws, and the cost of living by sumptuary laws; fix the price of corn, and of a day's work, and the time of going to bed; prescribe the patterns and quality of all manufactured articles; establish churches and dictate the doctrines that are taught in them; provide means of amusement; maintain strict censorship over literature and the press, and in all possible ways see to it that the dear people receive no detriment.

Over against this theory, and in extreme contrast with it, stands the let-alone theory. It limits the functions of government, in effect, to the suppression of crime, the protection of person and property against violence and fraud; and even to the attainment of these ends it allows the use of no means but brute force. "It makes the functions of government," to use the words of Macaulay, "simply those of the great hangman of the age."

The genesis of these two opinions is thus stated by John Stuart Mill: "On the one hand impatient reformers, thinking it easier and shorter to get possession of the government than of the intellects and dispositions of the public, are under constant temptation to stretch the province of government beyond due bounds; while, on the other, mankind have been so much accustomed by their rulers to interference for purposes other than the public good, or under an erroneous conception of what that good requires, and so many rash proposals are made by sincere lovers of improvement, for attempting by compulsory regulation the attainment of objects which can only be effectually or only usefully compassed by opinion and discussion, that there has grown up a spirit of resistance in *limine* to the interference of government merely as such, and a disposition to restrict its sphere of action within the narrowest bounds."

The full development of the first theory belongs to the past. It is the theory of all despotisms. In modern times, however, and in enlightened countries the current of opinion has set strongly toward restricting the functions of governments, and nowhere is this tendency so strong and so marked as in our own country. Nowhere else is there so little restraint upon individual freedom, so little interference with individual responsibility; and yet, in very many ways of which we scarcely think, or of which perhaps we are quite unconscious, the strong arm of the law is at work promoting our welfare as well as protecting our persons and property. How much would

it cost to send a letter to New York by carrier or express? How much to San Francisco? How long should we have waited for a Pacific Railway, if its construction had depended upon unaided private enterprise? Our government is, and has been since its beginning, the largest land-owner on the continent. What would be the condition of society if the possession of these lands had been left to the arbitrament of bowie-knives and rifles in the hands of squatters? Government makes regulations for the transfer of property, and keeps a record of the transactions in real estate. It manufactures our currency, builds light-houses, improves rivers and harbors, regulates domestic relationships, administers for the intestate, fosters manufactures and industry of every sort, cares for the unfortunate, "the smitten of God," and in its municipal capacity furnishes free instruction to every son and daughter of the land.

The question now is, whether, having spread a free banquet of knowledge, we shall go out into the by-ways and hedges and compel men everywhere to come and be filled.

Occupying a middle ground between those who hold to a fraternal government as it at present exists in most of the nations of the Eastern Continent, and those extreme theorists of the opposite school who hold that we have no right to touch a man, unless compelled in self-defense to clutch him by the throat, are we right in drawing the line of government interference in educational matters just where we have drawn it, i. e., between maintaining of free schools and compelling attendance?

I believe that we are wise in drawing it just here. Possibly the state has a right to say to a father, "That son of yours in a higher sense belongs to me. I am more concerned than you in his welfare, in his health, in his bodily and intellectual vigor. I order you to feed him on Graham bread and send him to school." That was the Spartan doctrine, and in old Sparta it had full course and was glorified by the breaking up of all domestic ties and the extinguishment of all the gentler sentiments. Mothers wept not over sons slain in battle—only over those who came home well and strong. That surely is a social condition to whose view distance alone can lend enchantment. There are occasions, it is true, when the country's call is louder and more urgent than that of father or mother, or wife or child; but such are only when "the times are out of joint." It is only a most grave and pressing necessity that can justify the state in coming between father and child, or in any way interfering in domestic relationships and responsibilities. The family is the oldest and most sacred of all human organizations; the father is the natural and heaven-appointed guide and protector during the periods of infancy and tutelage.

There are, unfortunately, it must be admitted, too many instances

in which facts do not appear to support this theory. There are cases of parental brutality and neglect which demand the correction of the law. There are cases, too, in which the father loses control of his child, who becomes a terror and a menace to the community. From such dangers society has a right to protect itself, but when there is no such deplorable result apparent or threatened, would it not be an impertinency for an officer of the law to enter a man's castle and demand to know, in the name of the Continental Congress, whether his seven-year-old infant had yet learned his a—b—abs?

But laying aside, for the time, all sentimental scruples, it may be well to consider the question whether a compulsory school law can be efficiently executed. The ready answer is: "It is; it has been executed." But where? Why, in Prussia and some other countries of Europe, where the machinery of government is so vast, and its power so centralized, where the individuality of the subject is lost sight of in the mighty and overshadowing presence of the royal prerogative. Here, there are no citizens, only subjects. In peace or in war every young man must serve at least his three years in the army. Officials and paid spies of the government are everywhere. Not so with us; nor would our people brook such surveillance except in time of war, or some threatening dire calamity.

Several states already have compulsory school laws, but in none is non-attendance made *prima facie* evidence of violation of the law. They require that every child between certain ages shall be sent to school for a certain number of consecutive weeks every year, unless otherwise furnished with the means of education, or unless he has already acquired the branches taught in the public schools. How then is the proper officer to know whether an absentee has other means of instruction or has acquired the education demanded by law? The law prescribes no mode except by inquiry, and it would take a very shrewd statesman, indeed, to devise any other mode. If the inquiry be made of the parent, how easy and what a temptation it would be to falsify for the sake of avoiding the penalty. If not of the parent, then obviously it must be of the child; and to avoid the same danger of deception here, the inquiry must be in the form of an examination. And, indeed, such is the plan actually proposed by that eminent philosopher and statesman, John Stuart Mill, who, I am sorry to say, is not on my side of this question.

"I regard it almost as an axiom," says he, "that the state should require and compel, the education, up to a certain standard, of every human being who is born a citizen." He goes on further to say: "The instrument for enforcing the law [i. e., of compulsory education], could be no other than public examinations, extending to all children, and beginning at an early age. An age might be fixed at which every child must be examined to ascertain if he or she is able

to read. If the child proves unable, unless he has some sufficient ground of excuse, the father might be subjected to a moderate fine, to be worked out, if necessary, by his labor, and the child might be put to school at his expense. Once every year the examination should be renewed, with a gradually extending range of subjects, so as to make the universal acquisition, and, what is more, retention of a certain minimum of general knowledge virtually compulsory."

If there is any practicable method of giving effect to compulsory education except that of requiring every healthy child actually to attend school without leaving to the parents the option of home instruction, or the plan quoted from Mr. Mill, I do not believe it has been reduced to writing. No one proposes to take from parents the privilege of home instruction. There is then no other alternative. We must have an annual public examination extending to all children, and embracing a gradually extending range of subjects from year to year, an examination in which the victim *sub judice* (if the lawyers will allow a slight misapplication of that phrase), is not so much the child as the hapless father. Subjected to this test there is many a boy who attends school year in and year out that would bring his poor father to grief. Our school children surely could not in fairness be excused from the application of this test. What an army of deputies our honored Superintendent of Public Instruction would have to employ in this new service. What thrilling and exciting experiences, too, would they be likely to meet with in the performance of their arduous duties; chasing untamed little wretches into gutters, up haylofts, through corn fields and in the brush! Imagine these urchins, after they have been caught, standing with fluttering heart and trembling knees before the awful magnate of the law and repeating, or trying to repeat, the tables of vocals, sub-vocals and atonics; defining accent, emphasis and inflection; telling the polar diameter of the earth and the width of the torrid zone; writing the table of apothecaries' weight, and triangulating the distance from the upper corner of the room to the lower opposite corner. In vain the father pleads in behalf of his panic-stricken child, hereditary stupidity or natural diffidence. The officer consults his book of instructions, and finds that the state requires a healthy boy of thirteen to be familiar with the properties of right-angled triangles and hypotenuses. If the minimum of knowledge is not forthcoming, the father may take his choice, whether to compound his felony in the national currency or work it out on the streets.

"But," says the objector, "no such means or results are contemplated by the advocates of compulsory education. We expect the officers having this matter in charge to use a large discretion." Very true; but suppose an officer should now and then be found upon whom nature had not been very bountiful in the article of discretion?

It is, moreover, an essential property of civil law to be exact and inexorable. The moment an executive officer turns aside from the letter to exercise his own discretion, that moment the law becomes a nullity, or the officer a dictator. If the law requires a child ten years of age to know all the multiplication table, and lays a fine of not less than \$2 nor more than \$20 upon the father who has failed to have his child educated up to that point, what discretion is the officer at liberty to exercise except to determine the penalty between the extreme limits, according to the degree and culpability of the failure?

The law must define the minimum of knowledge required at each successive examination. It must be minute, going into every detail. It must specify the manner of conducting the examination. It must state in full what excuses may be accepted for deficiency, and what is to be the evidence that these excuses are not fictitious. Unless the law is thus clear in its instructions, the one who is charged with its execution is liable to meet with troublesome obstacles at every step, and is himself exposed to prosecution if he in the least oversteps his limitations.

That it is no fancy sketch which has thus been drawn of the conditions that are likely to lead to a most lame and impotent conclusion in the matter of compulsory education, may be made to appear by a study of the operations of such laws in other states of the Union. We can devise no practical conclusion from the experience of Prussia, or even of Switzerland, where the conditions and sentiments of the people are so different from those existing here.

Massachusetts has had a compulsory law since 1852. Its provisions, so far as the compulsory part is concerned, are almost precisely those of the bill now before the Indiana legislature. The provisions for its execution are quite ample—i. e., apparently so. It is made the duty of the town or city treasurer to prosecute for violation of the law upon information furnished by school committees or truant officers, and a neglect to do so renders him liable to a fine of \$20. The secretary of the State Board of Education issued instructions to the responsible officers in the following emphatic words: "It is not sufficient for committees and truant officers to wait for information to be given to them of neglect of duty by parents and guardians, but they should discover and inquire into all such cases and pursue the delinquents according to the requirements of law. In no other way," says he, "can we save portions of society from the barbarism which our ancestors would not suffer."

Nine years after the passage of this law, and after these instructions were issued, Superintendent Philbrick, of the Boston schools, says in his annual report: "It appears that no complaints have been made by the school committees or truant officers for violations of this statute." He urges the mildness and justness of the law, and

says that it seems highly desirable that some attempt should be made to put it in force. Four years later, or thirteen years after the law had been placed on the statute book, he says again: "No prosecutions under these provisions have as yet been made in this city, i. e., Boston. It is expected, however," says he, "that the truant officers will in future endeavor to ascertain whether these provisions of law are violated, and to take the proper steps to secure the prosecution of all persons liable to penalty in consequence of such violations." It is, however, true that about two years before this time a complaint was made under the law against an absentee. "A boy was brought before a justice of the Police Court, charged with wandering about in the streets and public places of the city, having no lawful occupation or business, not attending school and growing up in ignorance, between the ages of seven and sixteen years." The charge having been sustained by sufficient evidence, the delinquent was sentenced—to what? to attend school for twelve consecutive weeks? Not at all. He was sent to the House of Reformation for two years. This first victory under the law is said to have afforded great satisfaction and encouragement to the advocates of compulsory education in Massachusetts. It was not, however, as must be seen, a triumph of compulsory attendance. It was simply the arrest and punishment of a vagrant.

The expectation of Superintendent Philbrick that the law in the future would be enforced, so far as I am able to learn, still remains a hope deferred.

There is a truant law in force in Massachusetts, and in some other states which has been, and is very serviceable in securing regular attendance of pupils enrolled in the schools. It is a help to both parents and teachers, and is a terror to vagrant and lawless children who, without it, would be unrestrained and free from all control by parental or other authority. Such a law is needed in every city, if not in the country, and it is the only approach to compulsory education which has been successful in this country.

But Massachusetts is not the only state in which these experiments have been tried. Vermont passed a compulsory law somewhere about 1870. Michigan followed suit in 1873, and New York in 1874. Connecticut also has a compulsory law, but I have not been able to learn when it was passed, though it is certainly eight or ten years since. Now, it is true that only in Connecticut and New York City is it claimed, or are any statistics given, tending to show that the operation of the law has been such as to have any appreciable effect upon school attendance. Connecticut is a small state and it has a very active secretary of its State Board, who is an enthusiastic advocate of compulsory measures. Up to 1879, however, only four prosecutions had been made under the law, three of parents and one of

a manufacturer for illegal employment of children of school age. Secretary Northrop frankly says: "Instead of brandishing the penalties of the law, we have kept them in the back-ground and urged mainly the great advantages of education." He naively adds that these persuasions are, however, often enforced by the delicate hint that "we desire to avoid the painful duty," etc., etc., which delicate hint he thinks sometimes works very potently. With this law, and all other means which have been employed in Connecticut since the passage of the law, comparing the statistics of 1874 with those of 1878, we find that an increase of 4,875 in the number of school age in the state (4—16), there has been an increase of only 530 on the public school roll. Total increase in schools of all kinds, private and public, only 3,217, or 66 per cent of the increase in school population. It would be instructive to make a comparison between Connecticut and our own state. This can not be done accurately because the legal school ages differ, and we have no common measure for the two states. You may draw some inference, however, from the following facts:

In 1878 Connecticut had enrolled in her public schools 86.5 per cent. of the children between four and sixteen years of age. In 1875, three years earlier, Indiana had on her rolls 88.8 per cent of the children between six and fifteen. Connecticut's attendance is manifestly higher than Indiana's, or would appear to be so, if measured by the same standard. But considering the comparative age of the states and other differences which would have an important bearing upon matters of this kind, the showing is not one which need greatly alarm or mortify a citizen of the Hoosier State.

Under the New York law, as far as I can learn, no effort for its enforcement has been made outside of the City of New York. After the law had been in operation one year, Dexter A. Hawkins, Chairman of Educational Committee of New York Council of Political Reform, gives to the public a summary of results. He estimates that in one year, by the operation of the law, nearly 8,000 children were induced to abandon a course of idleness and vagrancy. But a careful analysis of facts brings to light the fact that it is not to the compulsory clause to which credit for this result is to be given. It is rather to the truant act. It is stated that, "to the happy surprise of the truant agents, they soon found that parents, instead of opposing their efforts, were ready to aid them in every way in their power; and in many instances the parents themselves would send to the truant officer to come and help them put their children in school. Every parent," the report goes on to say, "however poor, is desirous to have his children get on better in the world than he has himself."

A year later a statement covering the years 1876 and 1877 contains the following paragraph:

"Inquiries made of city superintendents as to the carrying out of the provisions of the acts to secure to children the benefits of an elementary education, show that no effective steps have been taken to enforce them except in the City of New York. There, a superintendent of truancy and twelve agents were employed to enforce the law, and 12,599 cases were investigated. In nearly half of these cases the children were found to have been kept at home by parents by reason of poverty, sickness or physical disqualification, while in 1,159 cases the homes of absent children could not be found. Nearly one-third were placed in school, and seventy-nine were committed to institutions where they would be duly cared for."

It does not appear, however, that this result, which is certainly a beneficent one, was brought about so much by pressure brought to bear upon parents, as by the activity of the truant agents in looking up truants and vagrants. No prosecutions of parents are reported.

Our information in regard to Vermont is less explicit, but there are some figures from which we may draw a conclusion. In the year 1877-8 Vermont enrolled in her public schools 77 per cent. of the children of school age. During the same period Indiana enrolled 73 per cent. But the apparent superiority of Vermont is probably only apparent for the reason that the school age in Vermont is from five to twenty, while in Indiana it is from six to twenty-one. Every one conversant with school matters knows that where attendance is permitted between the ages of five and six there will be a very much larger attendance at this age than between the ages of twenty and twenty-one. I think the figures indicate quite as high a percentage in this state as in Vermont. New Hampshire shows a better percentage of attendance; but I observe that the late reports of that state make reference to the truant law and the law forbidding the employment of children who have not attended school three months in any given year, and not at all to the compulsory law which was enacted in 1871.

The conditions in Michigan afford a better analogy for our instruction than any in the Eastern States. The compulsory law there has been on the statute books now seven years. During that time no prosecutions have been made, and, as I am informed by persons who are in circumstances to form correct judgment, there has been no appreciable effect upon the school attendance resulting from the law. There certainly has been no improvement that can be traced to this cause. On the contrary, comparing the statistics of 1878 and 1879, we find that with an increase of 10,187 in the school population reported at the latter date, there was an absolute decrease of 17,564 in the school enrollment. At its best, Michigan never quite reached Indiana's figure, and now it is five or six per cent. below; it being

impossible to make an exact comparison on account of the difference in the school age in the two states.

Now, this decrease need not be attributed to the compulsory law; that is not claimed; but it occurred in spite of that. The reason probably is to be sought in the unwisdom of the legislature that abolished county supervision in that state, and thus lowered the standard of qualification required of teachers, and rendered many of the schools inefficient and unpopular. At least this is the reason assigned by the State Superintendent and by many of the township superintendents who were substituted for superintendents of counties.

I have now given you the argument *a priori* in this case, and also, in part, the argument from facts and experiment. It seems to me that there is enough in these to excite at least a reasonable doubt as to the probability of effecting a total suppression of illiteracy by compulsory legislation. The truth is, the habits and temper of our people are not such as to invite any great amount of inquisitiveness into family affairs on the part of the powers that be. It was this feeling, probably more than anything else, that secured the repeal of the income tax, the most equitable form of taxation ever devised, if it could be honestly collected.

The delicacy of making the inquiries necessary to the enforcement of the law under consideration, is such as to inspire school officers universally with an invincible repugnance to pursuing the necessary investigations. It is true, they are liable to a penalty for neglect to perform their duty, but there is no case on record of any prosecution of an officer for neglect of this kind, nor is there likely to be any.

But let us indulge the supposition that all the difficulties of execution are surmounted, and that we have an educational executive man or board, as the case may be, without fear or favor, with as many eyes as Argus and as many hands as Briareus—in other words, that we have an administration as perfect as that of Prussia.

Should we, then, have reason to expect an ideal state of society? In 1845, twenty-six years after the present system of public education went into effect in Prussia, two per cent. of the young men between the ages of twenty and twenty-two were destitute of an elementary education. In 1843, the average number attending the elementary schools of Prussia was 663,978, or a little more than 22 per cent. less than the whole number of children in the Empire between the ages of seven and fourteen, which is the age during which compulsory attendance is supposed to be enforced. In 1855, the whole enrollment of the primary schools was 184,779 less than the number between seven and fourteen. This is about seven per cent. of the entire number. In 1875, only about eleven per cent. of the children of Indiana between six and fifteen were not enrolled in the public schools. If we could get the exact number between seven and four-

teen for the purpose of an accurate comparison with Germany, it is not probable that we should find ourselves much behind. There is, however, another possible basis for comparison. In Prussia, in all classes of schools, from elementary to universities included, the number attending is only one for every six inhabitants. Last year, in Indiana, there were enrolled in the common schools 503,892 pupils, which, calling our population 2,000,000, is a little more than one for every four. That our condition is not very alarming appears, too, from the fact that the school census of 1879 reports only 1,781 persons between the ages of ten and twenty-one who can not read or write. Are we not getting on rather prosperously without compulsory laws, considering that we are not yet removed a generation from the days of pioneering?

Let us look at Holland for a moment. Why this little kingdom, scarcely redeemed from the sea; with its precious historical memories; with its over-crowded population of 235 inhabitants to the square mile—in spite of a perpetual struggle for existence, against the most treacherous of elements; in spite of its insignificance compared with the great powers which lie around it—has one of the most perfect systems of state education to be found in all Europe. "In Haarlem, with a population of 21,000, in 1840 there could not be found a child of ten years of age and of sound intellect who could not both read and write." A similar state of things is said to have existed throughout the kingdom. The only compulsion employed there is the withholding "out-door relief from any family whose children are allowed to run wild in the streets or to grow up as vagrants, or are employed in any factory, without previous elementary training." It must be confessed, too, I think, that Holland has filled a more illustrious page in the history of civilization than Prussia, especially when we consider the nature and extent of her territory, and that her victories have been those of peace rather than of war.

I can not refrain here from quoting an observation of Horace Mann upon Prussia, though it does not seem to me to be quite just. It is the observation, however, of a discriminating and fair-minded man, who was not wont to utter censorious words without good cause:

"It is sometimes asked," says he, "why the Prussians, with such vast and powerful machinery for popular instruction, do not, as a nation, advance more rapidly in the path of civilization, why the people are so little enterprising, and, finally, why certain national vices have not yet been eradicated?" His theory to account for this strange anomaly is that the people are too much begoverned. To use his own words: "In Prussia the government takes about the same care of the citizen that the citizen does of his cattle." If such has been the issue of too much paternal government in Prussia, perhaps we had better hasten slowly in following her footsteps.

Prussia has always been a favorite theme for those who were endeavoring to support the affirmative of this proposition. Exclaimed an enthusiastic orator once: "Behold the wonderful fruit of Prussia's educational system! Were not 20,000 Prussians more than a match for 40,000 Austrians?" It was true that Prussia was far in advance of Austria in education, but it was not for the lack of laws that Austria fell behind in the race. Austria had school laws that were virtually compulsory; for, long previous to 1855, when a mandatory degree was promulgated, a certificate of school attendance and educational proficiency was requisite "to be employed as a workman, to secure a trade, to engage in the service of the state in any capacity, or to get married."

There have been visionaries wild enough to claim the universal intelligence and virtue that would necessarily follow compulsory school attendance, would render superfluous jails, penitentiaries and courts of justice. Would that this were so. The legislature would do well in that case, to fill the statute books with compulsory laws and then adjourn sine die. But, alas! we have not yet learned that education is incompatible with vice. In 1858 Prussia spent twelve times as much in her prisons alone as she did on her elementary schools. The administration of justice for that year cost \$10,400,000, and on education and religion there was expended less than \$4,600,000. Of 1,162 convicts in the Illinois State Prison in the year 1868, 864 could both read and write. Many had a good education.

I think there can be no doubt that general intelligence decreases crime and promotes morality; but this is a proposition that is by no means so fully proven as to meet no question. Herbert Spencer, in "Social Statics," startles us with the assertion that so "far from proving that morality is increased by education, the facts prove, if anything, the reverse." Now, a dogmatic assertion from any one, even a Herbert Spencer, need not have very much weight, but the worst of it is, he seems to prove it, at least of some districts of England.

It would hardly seem necessary, however, in the light of his statements, to proceed at once to the dismemberment of our educational system because facts can be brought forward on the other side. But it must be admitted that the exact ratio between morality and intelligence has not yet been determined. All talk about closing our courts and penal institutions by compulsory education is the shallowest kind of clap-trap.

Whatever may be the elevating and refining influence of education, to do its perfect work, it must be largely spontaneous. The attempt to force incorrigible truants and vagrants into our public schools is a measure of doubtful utility. It is not likely to enrich them, and may make the schools poor indeed, by the introduction of

evil communications, which corrupt good manners. For such, there should be an institution provided which is both penal and reformatory. In our common schools, where your children and mine are to spend so many hours and days of bright childhood, let there be as much light and freedom as possible. If there are to be bolts and bars to which some are to be driven as dumb cattle, let them not be put up at the windows through which our little ones receive their air and sunshine. Nor is much that is useful to be expected from the schooling of a child whose father will only send him to school because forced to do so. An obstinate and recalcitrant parent will easily find means to render the schooling of his child nugatory. But there are few or none such, except, perhaps, among the criminal classes, and there ought to be power and means somewhere to take from all such the entire custody of their children and to properly care for them.

Our schools are doing well. If there are some children growing up in ignorance, the fault will generally be found not to lie in the parents' opposition or even indifference to their education, but to reasons which can be removed, and better removed, by other means than a law requiring them to be sent to school.

It would not be courteous, perhaps, to dismiss this subject without reference to some of the arguments urged by the affirmative side of the question. Many of these arguments, it is thought, have been met in spirit, if not in form, in the body of the discussion. One or two more deserve special mention.

It is affirmed by some that a compulsory law is a necessary and logical sequence to any system of free schools; in other words, that it is not honest or to be tolerated that citizens shall be compelled to support such a system, and then that it shall be permitted to fall short of a complete fulfillment of its purpose, from lack of needed supplementary legislation. These are the logicians of the "one-hoss shay" school, who never will admit that there is a difference between a mathematical and a social problem. They declare that we must either perfect our system, or abandon it altogether. The tax-payer pays his money in order that intelligence may be universal, and if the state, taking his money, can not secure universal education, it must not tax him for this purpose at all. That, I believe, is not an unfair statement of this position. Logic is logic, you know.

We might carry this mode of reasoning into other subjects, perhaps. Government should supplement a cheap mail service by a requirement that every able-bodied citizen shall write so many letters every month and subscribe for a newspaper. The light-house appropriation needs a supplementary provision that every citizen shall own a sailing vessel, or at least take an occasional voyage on the high seas. I am not sure that Congress has any right to maintain

life-saving stations on the coast without requiring at least one representative from each congressional district to suffer an annual shipwreck. Government has no logical right to establish courts unless it can secure by them complete justice and correct all wrongs. But, of course, this is all absurd.

All human endeavor—individual, social, political—is subject to limitations, and sometimes these limitations are discouragingly narrow. All that any citizen of the commonwealth can demand is that the means which he contributes to the defense and welfare of the community shall be wisely expended; but above all, he may demand that, when it is accomplishing a grand, though possibly an imperfect work, none of it shall be frittered away in the foolish repetition of experiments that have been tried elsewhere and found to be abortive.

There is another claim, however, for this law, or rather a plea for it, by some philanthropists in the states where it stands upon the statute books as a dead letter. They say that the law carries with it a great moral force; that it acts by a sort of impalpable and subtle virtue, bringing to the temples of learning the children of sin and sorrow by its winsome persuasiveness, or words to that effect. Now, I take it that the sort of people who will not give their children the advantages of at least three months a year in a free school near at hand without a compulsory law would not, as a rule, inhale enough of its aroma from the circumambient air to turn their heads or change their hearts.

The men for whom this law is to be enacted are men who will obey it only when it assumes some tangible form and bears down upon them with an imperative aspect. Besides, if it is the moral effect that is sought, why not let it take the form of a resolution or a proclamation, rather than of a statutory decree?

No, gentlemen; the times are not ripe for laws of this kind, and when they are ripe we shall not need them.

Let us foster our free school system. Let us build it up, and not pull it down. Let us make it as perfect and attractive as possible, within due bounds of moderation and good sense. We are bound by every sentiment of patriotism and local pride to adapt our schools to the largest needs of the community.

We undertake to furnish free schooling up to approaching maturity to all who will receive it. We can not safely nor honorably curtail the system so that our youth, until they reach the age of eighteen or nineteen, shall not find competent instruction in such branches of learning as are suitable for them and they may desire to pursue. The great majority are done with school life much earlier than this; but it no less a wise statesmanship to keep facilities open for the few who hear a voice calling them to come up higher, than it would be if most or even all were crowding the doors of the upper court. But

throughout all grades, except in our penal and reformatory institutions, the spontaneous spirit should be allowed to prevail to the largest possible extent. Arrest truants and vagrants and send them to their own place until their waywardness has been eliminated or suppressed. If a parent neglects his children, or loses control of them, or is found to be training them in vicious ways, relieve him of their custody, and put them into institutions adapted to their natures and their needs; but do not add a new crime to the code. Above all, do not establish among a free people an inquisition, with authority to enter a quiet and orderly home, and to establish an impertinent espionage upon a parent's theory of education and methods of training up the children, whom God has committed to his care.

WHISPERING.

D. G. WRIGHT.

THE crude teacher gives his whole mind to "How to stop whispering." I have known a teachers' convention to debate on nothing else. It used to trouble me, but does no longer. I do three things: 1. Keep the pupils busy; 2. Treat them politely; 3. Consider whispering as disorder, simply.

I say nothing about whispering, let them whisper; I consider it like the noise one makes as he walks the room. It is a necessary thing. Some will make more and some less. Some will go so still as not to trouble the rest. Some will try to make a great deal, some are careless, and some are vicious. It is useless to say "there should be no whispering." The parents do it at churches, the teachers at teachers' conventions. Let us teach them to use it with judgment, and what whispering they do to do it above board and not in a mean and sneaking manner.

As I have said, I do not forbid it. I say "you talk too much." "you talk too loud," etc., and in this way teach them to regulate it. It is an old doctrine that there must be no talking in school, but why? The same pupils go to entertainments and meet their schoolmates and are allowed to talk to them, nor do I hear of any trouble that arises at these places.

There is one thing that struck my attention very forcibly. I had a school once that I controlled with a rod of iron; no one was allowed to speak a word. In the same town was a private school, and it was said that the pupils there did as they chose. At a festival I was pained to overhear a conversation by two ladies to the effect that "Mr. Wright's pupils were the worst behaved pupils in the room; Mr. R.'s pupils behave very nicely." I thought on that a good deal, and came to the conclusion that I *over-governed*. After that I was less—strict.

Children must be taught to govern themselves, and as to whispering, they must be taught to control themselves. My rules are: 1. Do nothing that will interfere with another. 2. Mind your own business as hard as you can. These I enforce as well as I can. As to specific rules, I say "use the intermission for talking as much as possible; that is, keep what you have to say until then."


To have the same rules that you have at church, lectures, Sunday-schools and parties is the true method. I do certainly believe that children should "learn to mind" as we say, and I teach my pupils to mind and they do mind, but I develop their reasoning powers. I want a pupil who will in society know how to hold his tongue; to be able to speak and not to speak is the test. The one who does not speak because he is not permitted can not claim that he is educated.

Of course you will have difficulty with new pupils; of course the rude and uncultured and much repressed will take advantage of you. But I get my school in such a state that it keeps such elements in subjection. I am no longer in fear of the bugbear, whispering; I have other things I am now in fear of. "Is this a SCHOOL," I continually ask myself, "or is it only a mill—a knowledge mill, if you think that sounds any better—if so, then it is a *failure*."—*Ex.*

If thou expect death as a friend, prepare to entertain him;
if thou expect death as an enemy, prepare to overcome him;
death has no advantage but when he comes as a stranger.

BUSINESS LAW IN DAILY USE.

FACTS FOR TEACHERS AND PUPILS.

 **F** a note is lost or stolen, it does not release the maker; he must pay it, if the consideration for which it was given and the amount can be proven.

Notes bear interest only when so stated.

Principals are responsible for the acts of their agents.

Each individual in a partnership is responsible for the whole amount of the debts of the firm, except in cases of special partnership.

Ignorance of the law excuses no one.

An agreement without consideration is void.

A note made on Sunday is void.

Contracts made on Sunday can not be enforced.

A note by a minor is void.

A contract made with a minor is void.

A contract made with a lunatic is void.

A note obtained by fraud, or from a person in a state of intoxication, can not be collected.

It is a fraud to conceal a fraud.

Signatures made with a lead-pencil are good in law.

The acts of one partner bind all the rest.

“Value received” is usually written in a note, and should be, but is not necessary. If not written it is presumed by the law, or may be supplied by proof.

The maker of an “accommodation” bill or note (one for which he has received no consideration), having lent his name or credit for the accommodation of the holder, is not bound to the person accommodated, but is bound to all other parties, precisely as if there was a good consideration.

No consideration is sufficient in law if it be illegal in its nature.

Checks or drafts must be presented for payment without unreasonable delay.

An indorsee has a right of action against all whose names were on the bill when he received it.

If the letter containing a protest of non-payment be put into the post-office, any miscarriage does not affect the party giving notice.

Notes of protest may be sent either to the place of business or residence of the party notified.

The holder of a note may give notice of protest either to all the previous indorsers, or only to one of them; in case of the latter, he must select the last indorser, and the last must give notice to the last before him, and so on. Each indorser must send notice the same day or the day following. Neither Sunday or legal holiday is to be counted in reckoning the time in which notice is to be given.

If two or more persons as partners are jointly liable on a note or bill, due notice to one of them is sufficient.


An indorser may prevent his own liability to be sued by writing "without recourse," or similar words.

All claims which do not rest upon a seal or judgment must be sued within six years from the time when they arise.

Part payment of a debt which has passed the time of statutory limitation revives the whole debt, and the claim holds good for another period of six years from the date of such partial payment.

If, when a debt is due, the debtor is out of the state, the "six years" do not begin to run until he returns. If he afterward leave the state, the time forward counts the same as if he remained in the state.—*Journal of Education*.

COURSE FOR PRIMARY GRADE.

 R. EDITOR: In reply to Query from "A Primary Teacher" in the Journal for July, a plan of instruction for the three lower grades is hereby submitted. We follow this outline successfully in our Primary Ward Schools, where we are compelled to put the Infant Class and First and Second Reader grades in charge of one teacher.

The Course of Instruction and Programme explain themselves; it may be added, however, that the Infant Class is dismissed at 11.35 A. M. and at 3.45 P. M., and that according to this Programme each grade has six exercises daily, the plan being based on the belief that recitations must be short and frequent in order to hold the attention of small children and to secure the best results.

COURSE OF INSTRUCTION.

INFANT GRADE—TIME 4 MOS.

Reading, Writing, Spelling.—Oral Words, representing objects familiar to pupils; Oral Words representing ideas familiar to pupils; The same words written on board by teacher; The Sense of Words; The Sound of Words; The Form of Words, combined into use in simple written sentences; The learning of the script letters in these words; Spelling the same words by letter and sound; The writing of the same words by the pupil; The use of the Period, Question Mark and "I"; The transformation of the written words into the same words printed on the chart; The reading of the principal words separately and in sentences.

Numbers.—Counting objects to 25; Making figures to 25; Application of figures to groups of objects to 25.

Amusements.—Slate drawing, peg cutting, block building, listening to stories read, etc., etc.

FIRST READER GRADE—TIME 5 MOS.

Spelling.—Words written; Words on charts; Words in First Reader.

Reading.—Writing on board; First Reader.

Writing.—Slate exercises; Board exercises; Copy First Reader lessons.

Arithmetic.—Count objects to 100; Write and read numbers to 100; Add and subtract objects by 1's, 2's, etc., to 20.

Oral Lessons.—Familiar Objects in view; form, size, length, etc., developed; Familiar Objects in memory, as animals, birds, etc.; direction, location, form, color, etc.; two lessons weekly; Gems of Literature, two lessons weekly; Story Reading, one lesson weekly.

Language.—Conversation—correct speaking; Stories repeated by pupils after reading.

Drawing.—Straight lines, curves, and their combinations to represent simple figures, as squares, triangles, etc.; Straight lines, curves, and their combinations to form simple solids, as cubes, etc., in outline.

SECOND READER GRADE—TIME 9 MOS.

Spelling.—Words from Second Reader; Sound drills; Diacritical marks.

Reading.—Second Reader; Blackboard lessons; Meaning of words; Use of pauses.

Writing.—Primary Copy Book with pencil; Lessons copied from Second Reader; Work to be done on double ruled paper or slates.

Arithmetic.—Notation to 1,000; Addition and Subtraction to 100; Multiplication Table to 6's; Multiplication of numbers to 100 by numbers to 6.

Oral Lessons.
Language.
Drawing. } As in First Reader Grade, and recitation simultaneous.

PROGRAMME OF DAILY RECITATION.

<i>Length of Recitation.</i>	<i>Time.</i>	<i>Recitation.</i>	<i>Grade.</i>
20 minutes.	9.00 to 9.20	Words	Infant Class
25 "	9.20 to 9.45	Reading	First Grade
30 "	9.45 to 10.15	Reading	Second Grade
15 "	10.15 to 10.30	Writing	Infant Class
20 "	10.40 to 11.00	Numbers	First Grade
20 "	11.00 to 11.20	Arithmetic	Second Grade
15 "	11.20 to 11.35	Numbers	Infant Class
15 "	11.35 to 11.50	Drawing	First and 2d Gr.
20 "	1.45 to 2.05	Words	Infant Class
30 "	2.05 to 2.35	Reading	First Grade
25 "	2.35 to 3.00	Writing	Second Grade
15 "	3.00 to 3.15	Counting	Infant Class
20 "	3.25 to 3.45	Writing	Inf. and First Gr.
20 "	3.45 to 4.05	Spelling	First and 2d Gr.
15 "	4.05 to 4.20	Oral Lesson	First and 2d Gr.

W. C. BARNHART.

COLUMBIA CITY, IND., July 23, 1881.

PRIMARY READING.

W. A. B.

IN answer to numerous questions the following statements are made, knowing that while not *new* they will be helpful to most primary teachers. First, let it be definitely understood that reading may be either oral or silent, and that "oral reading is the expression of *thought* in the speaking tones of the voice, as represented to the eye from the printed page." Remember that it is not the calling of words, observing certain pauses, making certain inflections, emphasizing certain words, etc. No, it is the expression of *thought*. To imitate the tones of voice and inflections of another without understanding the sense, is mere parrot work, and should not be dignified with the term "reading."

The three principal methods by which children are taught to read are :

1. *The Alphabet Method*, which consists in teaching a child the *names* of the letters; then combining the letters by two's, three's, etc., as b-a, ba—b-e, be—b-i, bi—b-l-a, bla—b-l-e, ble—b-l-i, bli—ba-ker, baker—sha-dy, shady—etc., to im-ma-te-ri-al-i-ty. After learning to thus spell, or say these meaningless and incomprehensible combinations and drilling upon them for a few months, the child is allowed to begin to learn to read. The above is from personal experience and observation.

2. *The Phonic Method*, which teaches a child first the *sounds* of the letters, and by combining these sounds to form words. Whereas the names of letters do not assist the child in the least to the proper pronunciation of a word, a knowledge of the sounds of which it is composed does aid such pronunciation.

3. *The Word Method*, which consists in teaching first words as wholes, and teaching such words as the child already knows the meaning of. When a few words have been learned so that they can be readily called at sight, they are arranged into simple statements or sentences, and the child is asked to *say* them in a natural tone of voice. Words are added and sentences are multiplied. By this method both the names and sounds of letters are omitted in the beginning.

4. *The Best Method*, as practiced by a majority of the most successful primary teachers, is a combination of the above three methods in something like the following manner :

The Word Method is made the basis. The child is taught to recognize words at sight that it already knows by sound. These words are at once combined into statements, and in this way interest is secured. Before learning many words by sight the teacher calls attention to the elements or sounds (letters) of which the simpler ones are composed. Gradually the elementary sounds are learned, and at the same time with but little effort (sometimes none at all on the part of the teacher), the names of the letters are learned. If the word or phonic method is carried too far there is danger that the *spelling* will be neglected.

By this combined method the child begins by learning words that mean something, and they are combined into sentences that mean something, and thus an interest is secured while the child is learning the names and sounds of letters which are wholly conventional and meaningless.

The child should always know the meaning of a word and be able to call it at sight before he is permitted to use it in a sentence. Words are the elements of sentences, and it is impossible that one can get the *full* meaning of a sentence without comprehending the elements of which it is composed. If the words and thoughts are thus mastered and the child is required to read in a natural tone of voice, the sing-song cadence so often heard in our schools can be entirely avoided. This is not theory, it is experience.

The teacher, instead of saying, "not quite so fast," "emphasize that word a little more," "give the falling inflection here," "keep up your voice there," "make a longer pause at that comma," etc., and thus producing a purely mechanical style that leaves the child dependent upon the teacher, should rather say, what does that *mean*? Well, now, how do you say it? And if the child can not thus be led to the proper expression the teacher's voice is the *final*, not the *first* resort. In this way independent readers are made. In this way only can children be taught to express *thought*.

OFFICIAL DEPARTMENT.

COUNTY SUPERINTENDENTS.

ATTORNEY-GENERAL BALDWIN'S INTERPRETATION OF THE LAW REGARDING SOME OF THEIR DUTIES.

The correspondence which is given below, and is self-explanatory, involves a very important question, and a rigid enforcement of the law in regard to the points indicated will result in an increase of the school fund of at least \$150,000 annually.

HON. D. P. BALDWIN—*Dear Sir*: By supplemental section D, under section 43 of the school laws, county superintendents are authorized to examine the official dockets, records and books of certain officers mentioned in said section; they are also required to institute suit under conditions therein named. As you are also authorized by law to discharge the same duties, I desire your opinion upon the following points: 1st. Is it the duty of the county superintendent to examine the official dockets, records, and books of account referred to in supplemental section D of section 43 of the school laws? 2d. Having examined the dockets, records, etc., referred to in the first question, is it the duty of the county superintendent "to institute suit" or to cause suit to be instituted for the recovery of interest, fines, and forfeitures, etc., "for the benefit of the school fund?" 3d. Is a county superintendent entitled to his per diem for the time which he spends in inspecting the records referred to in the first question?"

JOHN M. BLOSS,
Superintendent Public Instruction.

HON. JOHN M. BLOSS—*Dear Sir*: In answer to your questions addressed me, allow me to say:

First—That I think it is the duty of the county superintendent to examine the official dockets, records and books of account referred to in your first question.

Second—That the Supreme Court has held (55 Ind. page 360) that county superintendents have no power to institute suits to recover fines, interests, forfeitures, licenses, etc., named in supplemental section D of section 43 of the school laws. That is the duty and province of the Attorney General. But as I am satisfied that large sums of money are annually lost to the school fund from this source, I will cheerfully, when such defaults are reported to me, give the necessary authority to collect such sums of money and to institute suit therefor.

My assistants visit county officers, but seldom go to county justices or township trustees. The principal source of loss to the school fund arises from fines assessed by such justices, and licenses collected in the small towns. Considerable school fund interest, and occasionally principal, is also lost.

Third—I think that county superintendents would be entitled to their per diem at the hands of the county commissioners while thus protecting the school fund.

I should be glad to co-operate with the county superintendents in thus increasing and protecting our splendid school fund, and will, upon application, furnish the necessary instructions as to the law.

DANIEL P. BALDWIN, Att'y-Gen.

EDITORIAL.

THE NATIONAL EDUCATIONAL ASSOCIATION.

The National Educational Association held at Atlanta, Georgia, July 19-22, was attended by representatives from about thirty states. But while the number of states represented was unprecedentedly large, the number of delegates was below the average. Outside of Georgia the other Southern States did not send large delegations, and the representatives from the North were much scattered. Next to Ohio, Indiana had the largest delegation from the North. Indiana's delegation was as follows: Jas. H. Smart, John M. Bloss, Lemuel Moss, E. E. White, Nebraska Cropsey, Isabel King, Carrie C. Puterbaugh, L. S. Thompson, H. S. Tarbell, W. A. Bell.

It may not be considered out of place to say that the Hoosier State was creditably represented. Mr. Smart was president of the general association, and it was generally conceded that he made an excellent presiding officer. Dr. Moss was president of the collegiate department, and made a pointed address. Dr. White was president of the industrial department. The president of the elementary section being absent, Supt. J. M. Bloss was chosen to preside over it. Prof. Thompson, of Purdue, read a paper which was well received. Geo. P. Brown, of the State Normal, and Attorney General Baldwin, who were on the programme, were necessarily absent. The other delegates were not mere figure-heads.

Representative educators from all parts of the country were there and took part in the deliberations. That the meeting will result in great good there can be little doubt. The southern people did everything possible to make the meeting pleasant, and harmony and good feeling were universal. Governor Colquitt, who made the welcoming address, expressed the heartiest accord with the work of the association, rejoiced in a united country, and commended popular education. Ex-Governor Brown, of Georgia, who addressed the convention later, after referring to the late "unpleasantness," thanked God that "the country was again united and united forever." He was also in favor of free public schools. Every reference (and there were many of them) to "the Union," the "old flag," and "public schools" was greeted with applause. This friendly meeting must result in good.

The programme of the association was a good one, but entirely too full. The volume containing the papers and proceedings will be valuable. It will contain the best thoughts of the ablest educators on some of the live educational topics of the times.

Two papers were read before the association that provoked excited discussion. The first, by A. J. Rickoff, superintendent of the Cleveland, O., schools, on "What shall we teach in our elementary schools?" The second, by M.

A. Newell, of Baltimore, on "A proposed revision of the common-school curriculum." Each criticised very severely the results of the present subjects and studies pursued and methods used. Both denounced the teaching of technical grammar, and would cut off half the geography and one-third the arithmetic as comparatively useless. Mr. Newell would save at least half the time devoted to spelling. Mr. Rickoff was the more iconoclastic, and both were radical. The principal argument against these radical changes as presented, were: That the world has decided by centuries of experience that what are taught in the schools are the fundamental elements of all knowledge; that the mind gains strength by study, and no honest effort is lost; that as a child is not expected to assimilate all the food it eats, so it should not be expected to fully comprehend and retain all that it learns in school. Those who opposed the papers agreed that there might be a modification of the subjects taught and an improvement in methods, but insisted upon a gradual growth rather than a violent overturning.

At the conclusion of the reading of an excellent paper on "The leading characteristics of American systems of education," by J. P. Wickersham, of Pennsylvania, a lively interruption occurred.

Prof. L. C. Dickey, A. M., of Georgia, having obtained the floor, spoke, opposing public schools, free scholarships, and monumental institutions. He stated, by way of explanation, that in this position he claimed to represent no section of the country, but spoke simply as a member of the association who, as yet, had not been converted to the public-school system, though he had heard it eulogized in the National, Southern and State educational associations. During his remarks he took occasion to say that he who is educated in the public schools, having learned to accept without returning value received, would, in all probability, be a seeker of position through life, and the public schools, free scholarships and monumental institutions were calculated to make "scholars by charity," paupers in principles, beggars in theory, and thieves in practice. He further stated, in reference to monumental institutions, that the recent donations of George I. Seney, of New York, to Emory and Wesley Colleges in this state, were perhaps the most unfortunate circumstance that had happened to the educational interest of Georgia for the last ten years.

This sounded strange to the Northern representatives, but expressed a sentiment quite common but not general here. The Southern members generally regretted the expression of such sentiments on the occasion.

The association agreed to meet next year at Saratoga, N. Y. The leading officers for next year are: President, Gustavus G. Orr, of Georgia; Secretary, W. D. Henkle, of Ohio; Treasurer, H. S. Tarbell, of Indiana. J. M. Bloss, of Indiana, was elected president of the elementary department.

The Committee of Education of the Georgia Legislature, now in session, invited three members of the National Association, J. P. Wickersham, of Penn., John Eaton, U. S. School Commissioner, and Pres. Jas. H. Smart, of Ind., to address the Legislature and the people on the subject of education. This invitation was accepted, and three good speeches were made.

THE YORKTOWN ANNIVERSARY.

Great preparations are being made to celebrate the Centennial Anniversary of the battle of Yorktown. This being the last battle of the Revolutionary War, it marks a turning point in the history of the nation, and it is certainly appropriate that it be properly celebrated.

The programme for the celebration, as finally agreed upon, includes four days, the 18th, 19th, 20th, and 21st of next October. The first day an address of welcome will be delivered by Gov. Halliday, of Virginia. The cornerstone of the monument will be laid with Masonic ceremonies. Ex-Governor Winthrop, of Massachusetts, will be the orator of the day; Colonel Hope, of Norfolk, will be the poet, and Paul H. Hayne, of South Carolina, will conduct the rendition of the National ode. On the 19th President Garfield had promised to deliver an address, but will hardly be able. On the 20th a grand display of United States troops and militia of the different States will take place. On the 21st the naval display.

There will be at least 20,000 militia present from different States and over 5,000 Masons. The Governors and staffs of all the States will be present, and a representation of the French government will be honored guests.

The Journal suggests that the schools throughout the country also celebrate the anniversary by appropriate exercises. This will be an excellent means of fixing an important historical event in the history of this country and the facts connected with it, and it will also furnish an excellent opportunity to instill into the minds of the rising generation lessons of patriotism. The last not less than the first is one of the purposes of the school. Let teachers take hold of this and the results can not be other than good.

WHISPERING.

The article found elsewhere in this Journal on "Whispering" contains so many valuable suggestions in regard to school discipline that we commend it to all, but we wish to say that it seems to us a little weak on one point, viz: "Whisper only when it is necessary." Such a rule is generally a failure. The ideal condition of a school that would make such a rule practicable is seldom reached by any teacher, and by most teachers never. The *rule* should be "no whispering," just as there should be rules, "no tardiness," "no interruption of the teacher during a recitation," "no going out doors, except at recess," "no written communications," etc., and when there is a violation the teacher should take note of it.

This does not mean that there should be a fixed *penalty* for violation; but it means that children can be taught self-control by means of a fixed and definite standard more easily and more effectually than by an india-rubber standard which they can stretch to suit their own convenience. The violation should be treated as a fault and not as a crime, but the teacher and not the

pupil must fix the times for whispering, or confusion will almost surely come. By allowing one or two minutes at the close of each recitation or each half-hour's work for communication, it is not a difficult matter to secure practical *non-communication* for the rest of the time.

What is said as to the methods of preventing whispering, and as to the desirable end to be reached in school discipline, we most heartily agree with. The article referred to is in the main excellent.

TEACHERS' RIGHTS.

The Journal has before spoken on this point, and wishes to again put itself on record. When a teacher has taught a school and done it well, that fact gives him a claim upon it—not a *right* but a *claim*. Among superintendents and among teachers filling the higher places a professional courtesy has grown up that makes it dishonorable for a person to *apply* for a place already filled. This same courtesy should extend to all grades and classes of schools. And it should be recognized not simply by teachers but by trustees. They should feel that when a teacher had taught a school *satisfactorily*, he had earned a right to the same school another term. Not only this: but the teacher has a right to know at the close of his school year or school term whether or not he is to have the place again. Trustees frequently fail to elect teachers till near the beginning of the school year, and thus keep the old teachers in continual suspense. This is simply inexcusable, and except under peculiar circumstances should never be done.

Greater permanence and fewer changes would result in good to both pupils and teachers.

THIS month an unusual amount of space is given to the article by Professor Roberts, on Compulsory Education. The article has special interest in that without much question it prevented the passage of a compulsory education law last winter by the Indiana Legislature. It was published in the Indianapolis Sentinel while the Legislature had the compulsory bill under consideration, and was read by almost every member of both houses. The effect was marked and acknowledged. Several members told the writer that the article had had the effect to change their minds on the subject. The article is certainly a strong one—one of the strongest that has appeared on that side of the question.

Next month, or the month after, an article will appear on the other side of this subject. The Journal feels that it will be doing a favor to its readers in furnishing the best arguments that can be made on both sides of this important, but undecided question.

The article on "The Use of the Dictionary," that takes the place of "Answers" to reading questions, will be appreciated. The suggestions are valuable.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR JUNE, 1881.

WRITING.—1. Make the elementary lines used in forming the capital letters. 2 off for each om.

2. Analyze the capital *U*; the capital *S*; the capital *P*. 3 pts., $3\frac{1}{3}$ each.

3. What is meant by the fore-arm movement? 10

4. Describe the principal positions of the body at the desk in writing. Which do you prefer? Why? 3 pts., $3\frac{1}{3}$ each

5. How may more than one writing class be conducted at the same time in an ungraded school? 10

6. Write the following lines as a specimen of your hand-writing:

“The splendor falls on castle walls,
And snowy summits old in story;
The long light shakes across the lakes,
And the wild cataract leaps in glory.” 1 to 50

ORTHOGRAPHY.—1. When is the final consonant of a primitive word doubled in forming a derivative word by adding a suffix beginning with a vowel? 10

2. Why are the following words difficult to spell? *Guide, height, buy, pretty, tortoise*. 10

3. How would you proceed in teaching the misspelled words in a class in spelling? 10

4. What advantages arise from a knowledge of the rules for the duplication of consonants? 2 pts., 5 each.

5. Spell the following words (to be pronounced and defined, so far as needful, by the superintendent, after the preceding questions are answered): *Note, boat, blow, four, foe, door, hautboy, sew, beau, yeoman, juice, neuter, lieu, view, mantua-maker, hue, lynx, busy, foreign*. 60

READING.—1. What are the characteristics of a good definition? 20

2. What is the value of teaching pupils to define words by the study of synonyms? 20

3. THE EVE BEFORE WATERLOO.

“There was a sound of revelry by night,
And Belgium's capital had gathered there
Her beauty and her chivalry, and bright
The lamps shone o'er fair women and brave men.
A thousand hearts beat happily; and when
Music arose with its voluptuous swell,
Soft eyes looked love to eyes which spake again,
And all went merry as a marriage bell.
But, hush! hark! a deep sound strikes like a rising knell.”

Define *revelry, Belgium's capital, chivalry, knell*. 20

4. Indicate by the use of diacritical marks the sounds of the following words: *Beauty, marriage, again, capital, knell.* 20

5. What is the particular value of teaching pupils to define words by studying their etymology? 20

ARITHMETIC.—1. Reduce 43,204.5 sq. ft. to sq. rods. By analysis.

6 anal., 4 ans.

2. (a) A gardener has a rectangular piece of ground 1,054 feet long and 459 feet wide, which he wishes to lay out into the largest squares possible of equal size, using all of the ground. What must be the length of each square?

(b) How many squares can he lay out? a, 3 proc., 3 ans.; b, 2 proc., 2 ans.

3. A man paid \$108 for insuring two-thirds of his saw mill at 3 per cent. premium. What is the value of the mill? 5 proc., 5 ans.

4. Write in figures the following: (a) Eight hundred ten-thousandths; (b) eight hundred ten thousandths; (c) seventeen hundred-thousandths; (d) two hundred twenty-five thousandths; (e) two hundred, and twenty-five thousandths. 5 pts., 2 each.

5. What principal will amount to \$273.75 in 1 yr. 7 mo. at 6 per cent. per annum? 5 proc., 5 ans.

6. What will be the cost of a draft of \$800, payable in 30 da. after sight, the exchange being $1\frac{1}{2}$ per cent. premium, and the interest 6 per cent. per annum? proc. 6; ans. 4.

7. When it is 1 P. M. at Quito, $78^{\circ} 50'$ W. long., it is 10 hr. 7 min. 20 sec. A. M. at Sacramento City. What is the longitude of Sacramento City? proc. 5; ans. 5.

8. (a) Define a pyramid; (b) a trapezoid; (c) and a sphere.

a=4; b=3; c=3.

9. At \$60 per cubic foot, what will be the cost of a stone, in the form of a frustum of a square pyramid, whose altitude is 15 ft., each side of the upper base 4 ft., and each side of the lower base 9 ft.? proc. 6; ans. 4.

10. (a) What is a *rule*, as used in arithmetic? (b) Should pupils be required to commit the text of the rules in arithmetic? (c) Why?

a=4; b=3; c=3.

GRAMMAR.—1. Every man is entitled to liberty of conscience and freedom of opinion, if he does not pervert it to the injury of others. Correct. 10

2. Give a synopsis of the verb *love* in the negative, interrogative, indicative, active. 10

3. Write a sentence containing an objective after a passive verb. 10

4. Analyze: We say Mary looks cold because we do not wish to mark the manner of looking, but the quality of Mary. 10

5. Punctuate and capitalize: in the first person where the subject is also the speaker *will* is used to express determination *shall* to express simple futurity. 10

6. Let him *be who* he might be. Parse *be* and *who*. 2 pts., 5 each.

7. She was *struck dumb* with fear. Give the construction of *struck* and *dumb*. 2 pts., 5 each.

Neither despise or oppose what you do not understand. Correct and give the construction of *what*. 2 pts., 5 each.

9. Metal types were now introduced which before this time had been made of wood. Correct. 10

10. *Whatsoever* thy hand findeth to do, do it with thy might. Parse *whatsoever*. 10

GEOGRAPHY.—1. What is the difference in miles between the equatorial and polar diameters of the earth? 10

2. Name three of the causes of the changes in the seasons. 2 pts., 4 off each.

3. For what physical feature is the western coast of Europe especially noticeable? What advantages result from this condition? 2 pts., 5 each.

4. If warm, moist winds strike upon one side of a mountain range, what kind of climate is usually found on the opposite side? Why? 2 pts., 5 each.

5. What is a plateau? What is a plain? 2 pts., 5 each.

6. Upon what two conditions, principally, does the character of vegetation depend? 2 pts., 5 each.

7. Name three countries from which we import large quantities of coffee; three from which oranges; two from which tea; two from which linen goods? 10 pts., 1 each.

8. Of what countries are the following cities the capitals: Athens, Lisbon, Peking, Berne, Cairo? 2 pts., 5 each.

9. What bodies of water are united by the Suez canal? 2 pts., 5 each.

10. What two important rivers have their headwaters near Fort Wayne? 2 pts., 5 each.

HISTORY.—1. What is the relation of the U. S. Constitution to the Constitution and Laws of Indiana? 10

2. In what three ways has the U. S. acquired territory since 1800? 3 pts., 4 off each om.

3. What discoveries were made in this country by Henry Hudson? 10

4. Name the vital distinctions between the Articles of Confederation of 1817 and the present U. S. Constitution. 2 pts., 5 each.

5. Give an account of the first railroad in America. 10

6. Why were the Quakers persecuted in Massachusetts? 10

7. Name three of the most eminent American poets now living. 3 pts., 4 off each om.

8. (a) Who were the chief commanders of the Federal and Confederate forces at the late battle of Gettysburg? (b) What was settled by that battle? a, 4; b, 6.

9. (a) How was Slavery introduced into this country? (b) How was it abolished? a, 6; b, 4.

10. Why should the children of the public schools have a good knowledge of U. S. History? 10

PHYSIOLOGY.—1. What are the vegetative, and what the animal functions of the body? 2 pts., 5 each.

2. What are the effects of exercise upon the skin, heart, and appetite, respectively? Why? 6 pts., 2 off for each.
3. In what two ways does mastication promote the flow of saliva? 2 pts., 5 each.
4. How does the tendency of blood to coagulate frequently save life? 10
5. What diseases are apt to attack the respiratory organs? How can these be provided against in the school room? 2 pts., 5 each.
6. Why is constantly renewed pure air the great disinfectant? 10
7. Why is it that in apoplexy, when the right side of the body is paralyzed, the left side of the face is usually affected? 10
8. What is meant by the *function of accommodation*, as applied to the crystalline lens? 10
9. Of what element of the blood is oxygen the necessary food? 10
10. What important function of the circulation takes place in the capillaries? 10

THEORY AND PRACTICE.—Write a page or more on the ventilation and heating of school rooms, stating:

- (a) The importance of securing pure air and, at the same time, proper temperature.
- (b) How to ventilate by windows and not expose the pupils to currents of cold air.
- (c) The attention to be given to cold and wet feet and wet clothing of pupils, and why.
- (d) The importance of keeping the school room clean, the proper time for sweeping and also for dusting, and the necessity for scrapers and mats at the outside door.
- (e) The importance of making the school room attractive by pictures, flowers, etc., and the ornamenting of the school yard with shrubbery, shade trees, etc. 1 to 100

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED IN JULY—BY THE MEMBERS OF STATE BOARD.

[Part of the members of the State Board being off on vacation, the questions on History, Geography and Physiology have been answered by other persons.]

ARITHMETIC.—1. (1) $[(\overline{X+7+6-15}) \times 3] + (16-7) = 20.$

$$(1) \times 9 = (2) \quad (\overline{X+7+3-15}) \times 3 = 180.$$

$$(2) \div 3 = (3) \quad \overline{X+7+6-15} = 60.$$

$$(3) + 15 = (4) \quad \overline{X+7+6} = 75.$$

$$(4) - 6 = (5) \quad X + 7 = 69.$$

$$(5) \times 7 = (6) \quad X = 483, \text{ the number.}$$

2. (a) A compound number is one composed of units of two or more denominations expressing one quantity; as, 7 bu. 3 pk. of wheat. (b) 9 yd. and 3 gal. is not a compound number; more than one quantity is expressed. 7 bu. and 4 lb. is not a compound number, for reason given above.

$$3. \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{100 + 105 + 36}{120} = \frac{241}{120} = 2\frac{1}{120} \quad 120 = \text{L. C. D.}$$

Analysis—(1) Since $1 = 1\frac{1}{120}$

$$: \frac{1}{8} = \frac{1}{8} \text{ of } 1\frac{1}{120} = \frac{20}{120}$$

$$: \frac{1}{8} = \frac{20}{120} \times 5 = 1\frac{1}{20}$$

In like manner analyze the other two steps.

$$4. \begin{array}{l} \text{A (1) C} \text{---?} = 100 \text{ per cent.} \\ \text{(2) S} \text{---?} \$64.40 = 115 \text{ per ct.} \\ \text{(3) G} \text{---?} = 15 \text{ per cent.} \end{array} \quad \left| \quad \begin{array}{l} \text{B (1) C } \$68.40 = 100 \text{ per cent.} \\ \text{(2) S } \$60 = \text{---?} \\ \text{(3) L } \$8.40 = \text{---?} \end{array}$$

$$G = \frac{\$64.40 \times 15}{115} = \$8.40; \text{ this } = \text{L. in B.}$$

$$\text{Loss per cent. in B} = \frac{100 \text{ per cent.} \times 8.40}{68.40} = 12\frac{1}{3} \text{ per cent.}$$

5. Since 26 m. can build, etc., in 80 da.

$$: 1 \text{ m.} \quad " \quad " \quad 80 \text{ da.} \times 26 = 2080 \text{ da.}$$

$$: 32 \text{ m.} \quad " \quad " \quad \frac{1}{2} \text{ of } 2080 \text{ da.} = 65 \text{ da.}$$

6. The *Are* is the unit of surface, and is 10 meters square (100 sq. meters), or one square decameter. The *Stere* is the unit of solidity, and is one cubic meter in size.

$$7. R = \frac{I}{P \times T}$$

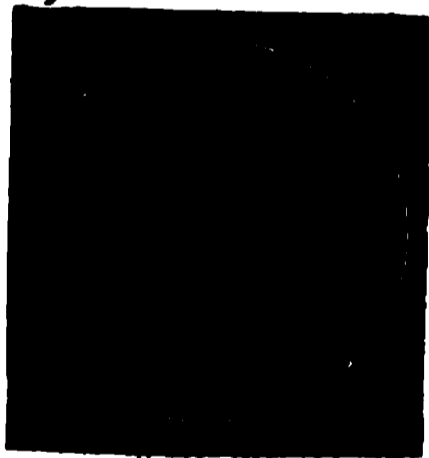
$$R = \frac{79.04}{456 \times \frac{1141}{380}} = \frac{79.04 \times 360}{456 \times 1248} = .05 + = 5 \text{ per cent.} +.$$

8. (1) Amount of \$1500 for 6 mo. at 7 per cent. = \$1552.50, which is the proceeds of the second note.

(2) The proceeds of \$1 for 93 da. at 6 per cent. = \$.9845.

(3) \$1552.50 + .9845 = \$1553.48, + the face of the second note.

9.



$$\overline{AC}^2 = \overline{AB}^2 + \overline{BC}^2$$

But $\overline{AB} = \overline{BC}$;

$$\text{hence } \frac{1}{2} \overline{AC}^2 = \overline{AB}^2, \text{ or } \overline{BC}^2;$$

$$\text{then } \frac{1}{2} \text{ of } 6^2 = \overline{AB}^2,$$

$$18 = \overline{AB}^2$$

$$\sqrt{18} = \overline{AB} = 4.24 \text{ ft.} +. \quad \text{Ans.}$$

10. Advanced classes should be thoroughly drilled in short processes and abridged calculations, that the pupils may be well prepared in the methods of actual business life.

PHYSIOLOGY.—1. Shows that the surface is formed by a thin sheet of dense bone; that the interior is porous at the broad extremities; and that through the central portion is a canal containing an oily substance called marrow.

2. By feeding an animal madder for a few days and examining the bones, when they will be found tinged; then withdraw the madder, and in a short time the bones will assume their original color.

3. A sprain is a straining or lacerating of a ligament. It takes a ligament longer to repair than it does a bone.
4. On account of a healthful reflex activity, which produces an elasticity or "tone" of the voluntary muscular system.
5. To protect the ends of the fingers; to enable us to grasp more firmly; and to enable us to pick up small objects. The nail grows from a fold of the cuticle at the root, and from the under surface.
6. After each meal and just before retiring. Avoid all that contains grit or acids.
7. Prevents free circulation of the blood to the vital organs; the lungs are so crowded that they can not expand sufficiently to admit enough air to purify the blood.
8. Food is not moistened by the saliva; natural flavor of food is not developed; permits the entrance into the stomach of injurious substances which may escape detection by the taste; the food is imperfectly broken up by the teeth and is hurried to the stomach to be more thoroughly divided, but this overburdens the stomach and impairs digestion; it also leads to over-eating.
9. They lead to excessive stimulation, which is always followed by excessive relaxation, which, if kept up, will prove injurious.
10. Because they are kept closed most of the time, and consequently do not receive proper ventilation nor sufficient amount of sunlight.

HISTORY.—1. It gives a knowledge of the past events of our own country. It inspires a love of country, which develops good citizenship. It affords an excellent discipline for the memory.

2. Bankrupt. A Continental paper dollar was worth about $2\frac{1}{2}$ cents in specie.

3. It was a conference of five commissioners from each of 21 States, which met at Washington Feb. 4th, 1861, for the purpose of settling all difficulties, and taking measures for the preservation of the Union. Their report included seven proposed amendments to the Constitution, to be submitted to the Legislatures of the respective States, together with a resolution to refrain from coercion.

4. The Webster-Ashburton treaty settled the boundary between Maine and Canada.

5. Near the close of 1792, Eli Whitney, a Yankee school-master, while teaching in Georgia, invented a machine for separating the cotton from the seed. Before he had received a patent, his model was stolen from his premises; prosecutions failed to convict those who infringed on his rights. Afterwards South Carolina paid him \$50,000 for his patent-right.

6. Henry Clay, lawyer, orator, and statesman, was born in Virginia, 1777, and died in Washington, 1852. In his political career he served as Secretary of State several terms; in the House of Representatives (of which he was Speaker thirteen times), and also in the U. S. Senate. He was a signer of the Treaty of Ghent, in 1814; was three times a candidate for President, and a strong supporter of all compromise measures between the North and the South.

7. Emerson, Whipple, Bancroft.
8. *a.* by purchase. *b.* Ceded by Great Britain.
9. Ohio, Michigan, Indiana, Illinois, Wisconsin.
10. Sixth in population.

GEOGRAPHY.—1. 24. Any year divisible by 4, or if ending in two ciphers, by 400, is a leap year.

2. Great circles bisect the surface of the sphere; small ones do not.
3. A sea is a body of salt water partially enclosed by land. A river is a large stream of water flowing towards the ocean, a lake, or another river.
4. Commerce and irrigation. Manufacturing purposes.
5. Fresh water.
6. In the first, democracy or limited monarchy. In the second, despotism. In the first the people are more or less educated and have some voice in the government. In the second ignorance prevails, and all are subject to the will of one man.
7. Minnesota, Wisconsin, Michigan, Illinois, Indiana, Ohio, Pennsylvania and New York.
8. Spain, Italy, Greece.
9. *a.* Chinese Empire. *b.* Siberia.
10. In the number of its canals. Venice is built principally on islands. Holland has been in part reclaimed from the sea, and is protected by dykes.

READING.—*On the Use of the Dictionary.*—A good deal of previous study and instruction is necessary as a preparation for a profitable use of the dictionary by the pupils in a school. Many teachers lack this preparation. The design of the writer at this time is to indicate how this preparation may be made. The purposes for which a dictionary is used are :

1. To learn the pronunciation of words.
2. To learn the meaning of words.
3. To learn the derivation of words.
4. To learn how to spell words.
5. To learn the meaning of abbreviations, contractions and arbitrary signs, used in writing or printing.

To accomplish these purposes with the least loss of time it is necessary to know *what the Dictionary contains, and where in the volume the information sought is to be found.*

Much time is lost by searching the Dictionary for what is not in it, or by looking in the wrong place for it.

This knowledge is best obtained by studying the Table of Contents. This is a page of the book that is seldom referred to by most persons who use the Dictionary. It is the most valuable page in the book to him who has learned its use.

We have Webster's Unabridged before us; the edition of 1879. In our study we need to know how many pounds, avoirdupois, in twenty quintals, five myriagrams and nine kilograms. The Table of Contents informs me that the Metric System is presented on page 1586, where at a glance the information is obtained. But suppose I do not know this, and set to work to find

these words in the body of the Dictionary. "Kilogram" and "Myriagram" are found readily, and so is "quintal," but it is not *the* quintal that I am seeking the meaning of. The definition given is "112 or 100 pounds." This is too little by more than 100 pounds. After all my search and figuring my result is less than the true weight by more than 50 per cent. It has taken me ten or fifteen minutes to get my information, which I afterwards discover is of no value to me. Then I get out of patience with the Dictionary and try to trade it off for one that has the proper definition to the word "quintal." All this, because I did not know where to find what I wanted. The Table of Contents would have told me what I needed to know at a glance.

Or, a dispute arises about the proper pronunciation of the name of the celebrated Englishman, Disraeli. The Dictionary is consulted and the name is not found. If the Table of Contents had been consulted it would have been found that the Pronouncing Biographical Dictionary begins on page 1703.

Let us suppose that one wishes to know the difference in signification between the two proper nouns, "Edward" and "Edwin." There is nothing in the body of the Dictionary that will help him. But reference to the Table of Contents reveals the fact that a "Pronouncing Vocabulary of Common English Christian Names, with their Derivation and Signification," may be found from page 1757 to 1762. He there learns that Edward is one who *guards* property; who keeps what he gets; while Edwin is one who is a *gainer* of property; a money-maker.

Or suppose that one wishes to learn the signification of the word "Amazon," the name of the largest river in South America. The Table of Contents refers him to page 1677.

All kinds of arbitrary signs used in writing or printing are explained from page 1780 to 1784.

Scripture Proper Names, Greek and Latin Proper Names, Noted Names of Fiction, together with a Supplement of Additional Words and Definitions, are all to be found by reference to the Table of Contents.

The want of time by the writer and the limit of space in the Journal both forbid that more shall be said upon this topic at this time. In the next number the subject will be continued by an attempt to reveal the rich store of valuable knowledge contained in the first part of the Dictionary, and to suggest how it may be used by teacher and pupils.

GRAMMAR.—1. He is still in the situation in which you saw him.

2. Red-hot can not be compared.

5. The past tense should not be employed in forming the compound tenses, nor should the past participle be used for the past tense; thus, say to have gone, not to have went.

6. Parsing should be studied before analysis, and the more obvious relations of words made familiar; after this should come analysis, and later still the intricacies of parsing. Parsing may be studied successfully with no knowledge of analysis, while the converse of this is hardly true. Analysis is greatly aided by a knowledge of the parts of speech and their allowable rela-

tionships. Parsing may assist one to find the thought; analysis is merely the expression of the relations of the several parts of the thought.

10. *What* is a compound relative pronoun; the antecedent is a demonstrative adjective pronoun, third, singular, neuter, objective, and the object of *tell*. The relative part agrees with its antecedent and is nominative case and subject of some verb understood.

CINCINNATI SOUTHERN RAILROAD.

The Cincinnati Southern Railroad runs almost due south from Cincinnati to Chattanooga, a distance of 335 miles. The road is remarkable for the variety and ruggedness of its scenery, passing as it does through the Blue Grass region of Kentucky, and over the wildest part of the Cumberland Mountains. It passes through twenty-seven tunnels and over uncounted high bridges. The bridge over the Kentucky River, which the engineer pushed out a little at a time, without support from below, from pier to pier, is about 275 feet above the water below. The immense height can not be fully realized except by going below and looking up. The road is chiefly remarkable, however, for the wildness of much of the country through which it passes, and for the vast wealth that is for the first time furnished an outlet. The mines of excellent coal, rich iron ore, and quarries of limestone and excellent timber of the Cumberland region seem to be inexhaustible. No part of the world, perhaps, furnishes to-day more inviting fields for both capital and labor.

Since the opening of the road the growth has been remarkable. The finding of rich iron ore, good coal and limestone in the same immediate neighborhood enables the iron manufacturers of this region to fix the price of iron for the United States.

Chattanooga, the southern terminus of the road, is quite a railroad centre and is growing rapidly. This is the cheapest road to travel over in the South, the rate being less than three cents per mile.

For further information address E. P. Wilson, Gen. Pass. and Ticket Agt., Cincinnati, Ohio.

STATE NORMAL SCHOOL.

The trustees and president of the State Normal are hard at work making all things ready for the opening of the next school year. We have had extended talks with the president, Mr. Brown, and several members of the board of trustees, and from them we learn that it is their determination to fully maintain the reputation of the school for thoroughness and strictly professional work. In order to make room for more professional and natural science work, the length of the course has been lengthened to three years.

In filling the vacancies caused by the resignations, mentioned last month, great care has been taken. To make assurance doubly sure that there should be no letting down in thoroughness and no radical change in methods, they

have selected, for the most part, teachers that are *familiar* with the methods and plan of the school.

Prof. N. Newby, who for several years taught the Mathematics in the Normal with entire satisfaction, and was compelled to resign on account of his health, has been elected to his old place. As teacher of Methods, they have selected Howard Sandison, a graduate from the advanced course of the same school, who has had several years of experience in various grades of school work. For several years he has been principal of the Terre Haute high school. As teacher of Geography they have selected Michael Seiler, also a graduate from the advanced course of the school, and who has had years of successful experience in graded school work. He is now principal of the high school at La Fayette. The only remaining vacancy has been filled by the election of Miss M. E. Norton, of Michigan. She recently graduated at the Michigan University, having completed two years' work in one year, and taking at the same time both the degrees A. B. and A. M. She had had successful experience as a teacher before entering the University.

It has been suggested that the trustees provide a shorter course of study for high school graduates, college graduates, and others, having a broad foundation of general culture, who desire to learn to teach. Such persons should certainly be able to master the subject-matter and the science of teaching in less time than those persons who are barely able to enter the school, and know the common branches but imperfectly.

The trustees are State Supt. J. M. Bloss, ex-State Supt. Barnabas C. Hobbs, Hon. G. I. Reed, a college graduate, Murray Briggs, Esq., an editor and a liberal minded man, and Joseph Gilbert, Esq., secretary of the board and an upright man. They are men of experience and good judgment, and are not likely to make any serious mistake. They will take no steps that have not been well considered.

SARGASSO—FIRST TELEGRAM.

MR. EDITOR: Among the questions issued by the State Board for April, 1881, and contained in the June number of the School Journal, is: "What causes the *Saragossa* Seas?" The answer given in the last number shows that it ought to have been "*Sargasso*" (instead of *Saragossa*) which means Sea-Weed, while *Saragossa* is the name of a city in the northeast part of Spain, on the Ebro River, and is a corruption of its Latin name, "*Cæsarea Augusta*" just like our "Jersey" is.

Allow me at the same time to say, that the *first message* sent over the wires from Washington to Baltimore in 1844, consisted of the following line:

"What hath God wrought!"

while the nomination of James K. Polk was the first news, the *first public use* of the telegraph, which shows that Samuel F. B. Morse did not forget, "*Soli deo gloria.*"

Having received much valuable information from the Journal, the object of this communication is reached if you, Mr. Editor, should consider it "*quid pro quo.*"

PIERRE LAMARTINE.

COUNTY INSTITUTES.

County Institutes will be held as follows:

August	1.	Lawrence county, Bedford.	W. B. Chrisler, Supt.
"	1.	Ohio county, Rising Sun.	A. G. Sweazey, Supt.
"	1.	Wayne county, Hagerstown.	J. C. Macpherson, Supt.
"	8.	Bartholomew county, Columbus.	John M. Wallace, Supt.
"	8.	Montgomery county, Crawfordsville.	J. G. Overton, Supt.
"	15.	Daviess county, Washington.	D. M. Geeting, Supt.
"	15.	Delaware county, Muncie.	A. W. Clancey, Supt.
"	15.	Fayette county, Connersville.	J. S. Gamble, Supt.
"	15.	Henry county, New Castle.	Timothy Wilson, Supt.
"	15.	Jackson county, Brownstown.	Jas. B. Hamilton, Supt.
"	15.	Jefferson county, Madison.	O. E. Arbuckle, Supt.
"	15.	Jennings county, North Vernon.	T. Cope, Supt.
"	15.	Morgan county, Martinsville.	E. W. Paxson, Supt.
"	15.	Pike county, Petersburg.	L. W. Stewart, Supt.
"	15.	Putnam county, Greencastle.	L. E. Smedley, Supt.
"	15.	Switzerland county, Vevay.	Jas. R. Hart, Supt.
"	22.	Benton county, Fowler.	B. F. Johnson, Supt.
"	22.	Brown county, Nashville.	S. P. Neidigh, Supt.
"	22.	Carroll county, Delphi.	T. H. Britton, Supt.
"	22.	Cass county, Logansport.	Peter A. Berry, Supt.
"	22.	Clark county, Charlestown.	A. C. Goodwin, Supt.
"	22.	Clay county, Brazil.	John W. Stewart, Supt.
"	22.	Dearborn county, Moor's Hill.	H. B. Hill, Supt.
"	22.	Floyd county, New Albany.	Levi H. Scott, Supt.
"	22.	Franklin county, Brookville.	M. A. Mess, Supt.
"	22.	Hamilton county, Noblesville.	F. M. Householder, Supt.
"	22.	Hancock county, Greenfield.	Robert A. Smith, Supt.
"	22.	Hendricks county, Plainfield.	J. A. C. Dobson, Supt.
"	22.	Johnson county, Franklin.	D. A. Owen, Supt.
"	22.	La Porte county, La Porte.	W. H. Hosmer, Supt.
"	22.	Marshall county, Plymouth.	Thos. Shakes, Supt.
"	22.	Monroe county, Bloomington.	J. M. McGee, Supt.
"	22.	Owen county, Spencer.	O. P. McAuley, Supt.
"	22.	Porter county, Valparaiso.	R. Shinaberger, Supt.
"	22.	Randolph county, Winchester.	Daniel Lesley, Supt.
"	22.	Ripley county, Versailles.	Thos. Bagot, Supt.
"	22.	Union county, Liberty.	C. W. Osborn, Supt.
"	22.	Warrick county, Boonville.	W. W. Fuller, Supt.
"	22.	Washington county, Salem.	John A. Beck, Supt.
"	29.	Boone county, Lebanon.	T. H. Harrison, Supt.
"	29.	Crawford county, Leavenworth.	J. S. Hall, Supt.
"	29.	Fulton county, Rochester.	W. J. Williams, Supt.
"	29.	Grant county, Marion.	G. A. Osborn, Supt.

"	29.	Harrison county, Corydon.	D. F. Lemmon, Supt.
"	29.	Howard county, Kokomo.	J. W. Barnes, Supt.
"	29.	Madison county, Anderson.	Wm. M. Croan, Supt.
"	29.	Martin county, Shoals.	Z. F. Williams, Supt.
"	29.	Orange county, Paoli.	Geo. W. Faucett, Supt.
"	29.	Perry county, Tell City.	I. L. Whitehead, Supt.
"	29.	Scott county, Scottsburgh.	Jas. H. McCullough, Supt.
"	29.	Shelby county, Shelbyville.	W. T. Jolly, Supt.
"	29.	St. Joseph county, South Bend.	Calvin Moon, Supt.
"	29.	Vanderburgh county, Evansville.	J. W. Davidson, Supt.
"	29.	Vermillion county, Newport.	H. H. Conley, Supt.
"	29.	Vigo county, Terre Haute.	J. H. Allen, Supt.
"	29.	Warren county, Williamsport.	A. Nebeker, Supt.
"	29.	Whitley county, Columbia City.	A. J. Douglass, Supt.
September	5.	Adams county, Decatur.	G. W. A. Luckey, Supt.
"	5.	Elkhart county, Goshen.	Piebe Swart, Supt.
"	5.	Spencer county, Rockport.	J. Wyttenbach, Supt.
"	5.	Tippecanoe county, La Fayette.	W. H. Caulkins, Supt.
"	5.	White county, Monticello.	Wm. Guthrie, Supt.
"	12.	Kosciusko county, Warsaw.	S. D. Anglin, Supt.
"	12.	Noble county, Albion.	Nelson Prentiss, Supt.
"	12.	Pulaski county, Winamac.	W. E. Netherton, Supt.
October	10.	La Grange county, La Grange.	E. G. Machan, Supt.
"	24.	Starke county, Knox.	G. A. Netherton, Supt.
November	7.	De Kalb county, Auburn.	J. A. Barnes, Supt.
"	7.	Steuben county, Angola.	Cyrus Cline, Supt.
December	26.	Clinton county, Frankfort.	W. H. Mushlitz, Supt.
"	26.	Knox county, Vincennes.	E. B. Milam, Supt.
"	26.	Lake county, Crown Point.	W. W. Cheshire, Supt.
"	26.	Rush county, Rushville.	J. L. Shauck, Supt.
"	26.	Tipton county, Tipton.	Geo. C. Wood, Supt.

ADVERTISEMENTS.

Some persons are accustomed to look upon the space in a paper, occupied by advertisements, as comparatively lost space, and console themselves with the fact that the publisher by using this space in this way can afford the paper at a lower price to its patrons.

As the Journal admits to its advertising columns only such matter as teachers and trustees are supposed to be interested in, *all* can be read with profit. A reader of the Journal said recently, "The advertisements alone are worth more to me than the price of the Journal." If you wish to keep posted as to the newest books, most convenient desks, best schools, etc., read the advertisements.

A large number of new ones appear in the Journal for the first time this month. Read them.

GEMS OF THOUGHT.

Politeness is one of those advantages which we never estimate rightly, but by the inconvenience of its loss.—*Samuel Johnson.*

There's not a leaf within the bower,
There's not a bird upon the tree,
There's not a dew-drop on the flower,
But bears the impress, Lord, of Thee.

—*Mrs. Amelia Opie.*

Habit is a cable; we weave a thread of it each day, and it becomes so strong we can not break it.—*Horace Mann.*

Truth, crushed to earth, shall rise again;
The eternal years of God are her's;
But Error, wounded, writhes in pain,
And dies among his worshippers.

—*Bryant.*

Work for some good, be it ever so slowly;
Cherish some plan, be it ever so lowly;
Labor!—all labor is noble and holy.

—*Frances S. Osgood.*

INDIANA TEMPERANCE LITERATURE BUREAU.—The *Grand Temperance Council* of Indiana has established a Temperance Literature Bureau, at its State Headquarters, Room 5, Y. M. C. A. Building, Indianapolis. All the publications of the National Temperance Society are kept on hand at the New York prices. These comprise the best Temperance Literature extant.

A full catalogue of publications, with price-list, can be procured by addressing Miss AURETTA HOYT, at the above place; and parties can select and order what they like. In all cases the money should accompany any order for literature, but not for catalogues. There is no fund as yet for the free distribution of literature by the Bureau.

A NEW SUMMER SCHOOL.—Forty-one miles from New York City, on the border of a beautiful lake (Greenwood Lake), a new scheme in the form of a "Summer School of Christian Philosophy," has been set on foot. Its first meeting took the form of a *camp meeting*. A village of tents was constructed, thirty or forty in number, with an auditorium capable of seating a thousand people, adjoining. The "school" consisted of a series of discourses delivered in the morning, with conversations in the afternoon. Among the lecturers were such men as Pres. Porter, of Yale College; Prof. Browne, of the Boston University; Prof. Young, of Princeton; Prof. Winchell, of Michigan University; Pres. Bascom, of Wisconsin University; Dr. McIlvaine, Lyman Abbott, etc. The success of the first meeting inspires its projectors with high hopes for the future.

SPELLING AND PRONUNCIATION TEST.

"The most skillful gauger I ever knew was a malignant cobbler, armed with a poniard, who drove a peddler's wagon, using a mullein stalk as an instrument of coercion, to tyrannize over his pony shod with calks. He was a Galilean Sadducee, and he had a phthisicky catarrh, diphtheria, and the bilious intermittent erysipelas. A certain sibyl, with the sobriquet of 'Gypsy,' went into ecstasies of cachinnation at seeing him measure a bushel of peas and separate saccharine tomatoes from a heap of peeled potatoes, without dyeing or or singeing the ignitable queue which he wore, or become paralyzed with hemorrhage. Lifting her eyes to the ceiling of the cupola of the capitol to conceal her unparalleled embarrassment, making him a rough courtesy, and not harassing him with mystifying, rarefying, and stupefying innuendoes, she gave him a couch, a bouquet of lilies, mignonette, and fuchsias, a treatise on mnemonics, a copy of the Apocrypha in hieroglyphics, daguerreotypes of Mendelssohn and Kosciusko, a kaleidoscope, a dram-phial of ipecacuanha, a teaspoonful of naphtha for deleble purposes, a ferrule, a clarionet, some licorice, a surcingle, a carnelian of symmetrical proportions, a chronometer with a movable balance-wheel, a box of dominoes, and a catechism. The gauger, who was also a trafficking rectifier and a parishioner of mine, preferring a woollen surtout (his choice was referrible to a vacillating, occasionally occurring idiosyncrasy), wofully uttered this apothegm: 'Life is checkered; but schism, apostasy, heresy and villainy shall be punished.' The sibyl apologetically answered: 'There is a ratable and allegeable difference between a conferrable ellipsis and a trisyallabic diæresis.' We replied in trochees, not impugning her suspicion."

THE CONCORD SUMMER SCHOOL OF PHILOSOPHY, as we learn from Dr. W. T. Harris, is more largely attended this year than ever before. It has proved a financial success from the beginning, and as a school of philosophy it is a source of delight and inspiration to all those whose tastes take a philosophic turn. This school has been made the subject of flippant jest and cheap witticisms by newspaper correspondents and others who did not happen to understand or appreciate the work done, until many have come to think that it lacks real merit, which is not the case. The school is a fixed institution and is doing an excellent work in the interest of Christian Philosophy.

WELLS COUNTY.—The Wells County Normal, under the management of Supt. W. H. Ernst, is in session; attendance good, with good interest. The County Institute will convene about November 1st. There will be some educational work on exhibition at our next Fair. Our old county superintendent, S. S. Roth, had a call to take charge of a graded school in Michigan, but declined. He is now editor of the Bluffton Banner. Prof. Allen, formerly Supt. of the graded schools at Ossian, is going to take charge of the Bluffton graded schools next year. He is now traveling in Europe, but will return next month.

LEO.

The Normal at Muncie, under the direction of Supt. Clancy, numbers more than a hundred, and is doing well.

Prof. E. E. Smith and Supt. Caulkins closed their Normal, held in Purdue University building, after a most successful term of six weeks. The enrollment reached just 100.

E. Tucker has published a 16-page pamphlet of "Exercises" on statements, members, sentences, independents, copula and attribute, modifiers, nouns, infinitives, predicates, etc., that will be helpful to teachers of grammar.

The Report of the Crawfordsville Schools for 1881-2 is at hand—the first. It is a neat 30-page pamphlet, and contains the salient facts in regard to the schools. These schools, under the superintendence of W. T. Fry, have ranked among the best in the state.

A few more February Nos. of this Journal for 1881 are very much needed at this office. Any one returning the same in good condition will have the time of his subscription extended one month, and will at the same time accommodate several persons who are minus that number, and the editor.

Wm. J. Marshall, of Fitchburg, Mass., was present at the National Educational Association at Atlanta, and gave his lecture on "An Evening in Wonderland," or "The Yellowstone National Park," illustrated by dissolving views with the calcium light. The lecture and views were not only highly entertaining but instructive, even to that class of teachers. This "Park" is the *wonder garden* of the earth.

The Normal at Winamac, conducted by county Supt. W. E. Netherton and G. A. Netherton, Supt. of Starke county, now numbers about 160, and so far as heard from is the largest in the state. It will be remembered that these same parties held in the same place the largest normal in the state for 1880. At the close of their school they will hold another at North Judson, in Starke county. During the session of the Normals they publish a weekly paper, (W. E. Netherton, editor) called the "Normal Wave," which is a large 7-column paper, full of school news and matters of general interest.

PERSONAL.

Wm. Reed remains in charge at Hartford City.

C. P. Hodge remains in charge of the Lagrange schools.

J. E. Wiley takes charge of the Greenwood schools this year.

Rev. — Groves has been elected Supt. of the Aurora schools.

R. N. John succeeds to the superintendency of the Dublin schools.

M. McClaskey will be principal of the Lagrange high school next year.

S. S. Parr, editor of "School-Education," is spending the summer at the Concord School of Philosophy. He will doubtless enjoy it very much.

O. C. Charlton will have charge of the Lebanon high school the coming year.

T. G. Alford, of Rockport, has been elected as Supt. of the schools at Vevay next year.

John P. Mather, of the Dublin schools, has been elected Supt. of the Warsaw schools.

T. N. Dodd, of Madison, has been elected principal of the Lawrenceburg high school.

A. D. Mohler, formerly Supt. of Lagrange, will have charge of the Lima schools next year.

H. S. Tarbell has been re-elected Supt. of the Indianapolis schools at a salary of \$3,000 a year.

D. Eckley Hunter, of Washington, Ind., can be secured for institute work Aug. 15th, Sept. 5th and 12th.

R. W. Wood has resigned the superintendency of the Liberty schools and will take the schools at Milton.

J. M. Mallery, principal of the Tipton High School, has been elected principal of the Jamestown schools.

L. M. Crist, late Supt. of the Union county schools, will next year have charge of the Thorntown schools.

Milton Harshbarger will serve as Supt. of schools of Pendleton. This will make his fourth year in this town.

— Kemp, of the high school, has been made Supt. of the Franklin schools *vice* J. H. Martin, gone to Madison.

John W. Short resigns the superintendency of Union county to take the superintendency of the Liberty schools.

A. Hilderbrand was elected as principal of the Vevay High School and teacher of German for the coming year.

C. W. Osborne has been elected Supt. of Union county, to fill the vacancy caused by the resignation of J. W. Short.

A. H. Hastings, Supt. at Mitchell, has been elected to take the Marion schools, in place of T. D. Tharp, declined.

R. I. Hamilton, late Supt. of the Madison county schools, has been elected Supt. of the Anderson schools *vice* J. N. Study, resigned.

Michael Seiler, principal of the La Fayette High School, has been elected to a place in the State Normal, from which he is a graduate.

R. A. Chase is to remain at Plymouth. No superintendent in the state makes himself felt through his schools more than does Mr. Chase.

Geo. P. Glenn resigns at Kendallville to take the superintendency of the Marshall, Mich., schools. Mr. Glenn made a good record in Indiana.

S. E. M. Con'ter, late principal of the Hopewell Academy, a graduate of Hanover College, will have charge of the Patriot schools next year.

W. H. Wiley still remains at the head of the Terre Haute schools. He has been superintendent for about twelve years, and was before that principal of the high school.

John Donaldson has been promoted to the principalship of the First Ward school, Terre Haute, to take the place of Henry Greenawalt, resigned to go into business.

D. Graham, Supt. at Rushville, recently had his pocket picked. His loss was \$30. It is not often that a thief makes a raid on a school-teacher. He knows it won't pay.

Dr. Alex. Martin, President of Asbury University, will sail for England August 6th, to attend the Methodist Ecumenical Council to be held in London, beginning September 7th.

E. O. Noble, formerly a teacher well and favorably known in the western part of the state, now an agent for globes, maps, etc., has moved his home from Montezuma to Terre Haute.

Temple H. Dunn will be Supt. of the Lebanon schools next year. Mr. Dunn has been resting for a year, and he adds materially to the teaching force of the state by returning to his chosen profession.

Frank H. Tufts, for many years Supt. of the Aurora schools, has left the school-room to go into business at Cynthiana, Ky. The profession thus loses one of its most earnest and most efficient members.

H. M. Skinner has been elected superintendent of the Brookville schools vice J. O. Morton, resigned on account of salary. Emory Smith, of Switzerland county, was elected principal of the high school.

W. W. Byers has been elected principal of the Terre Haute High School, in place of Howard Sandison, resigned, to take position in the State Normal. Mr. Byers but returns to his old position, which he successfully filled many years ago.

Miss Maggie Purdum has been compelled to resign her place in the Kokomo High School on account of ill health. The school board in accepting her resignation passed resolutions which are highly complimentary to Miss Purdum as a lady and as a teacher.

Robert A. Smith has been elected Supt. of Hancock county instead of Aaron Pope, deceased. Mr. Smith is a brother of W. P. Smith, who preceded Mr. Pope as superintendent. He is a young man of good ability, and will make a good superintendent.

Bishop E. O. Haven, a man prominent in educational circles, died August 2, at the age of 60. He had been Professor in Michigan University, President of Northwestern University at Chicago, and Chancellor of Syracuse University, N. Y. He was a man of marked abilities.

Warren Darst, formerly connected with the Ladoga Normal School, has returned and will be one of the members of the faculty of this school next year. He is one of the best teachers in the state, and always a gentleman.

State Supt. J. M. Bloss met with a serious accident, while at Chattanooga, on his way to the National Association at Atlanta. The approach of a train frightened the horse attached to a street car in which he was riding. The horse became unmanageable and ran, and Mr. Bloss being uncertain which would reach the crossing first, the engine or the horse, made for the rear platform of the car. About the time he reached it a line broke and the car jumped the track. Mr. Bloss was thrown violently to the ground and was seriously bruised. After keeping his bed one day he felt able to proceed to Atlanta, but he is still suffering from the effects of his fall.

Aaron Pope, Supt. of Hancock county, and one of the best county superintendents in the state, died at his residence in Greenfield, August 21st. Mr. Pope was present and took an active part in the late State Convention. He was also publisher of "The Home and School Visitor," a juvenile paper which owes its spirit and large circulation mainly to his enterprise. He was a true friend and earnest supporter of education, and his loss will be severely felt in Hancock county.

Since writing the above we learn that the teachers of the county are raising a fund and will erect a monument to the honor of Mr. Pope, that will cost at least \$150.

W. W. Grant is the newest principal of the Indianapolis High School. Mr. Fish, of Chicopee, Mass., after having accepted, declined to come, and hence the necessity of another selection. Mr. Grant is a graduate of Harvard; after graduating he was for four years principal of the academy in New York at which he had prepared for college; he then became principal of the Leavenworth, Kan., high school, where he has been for the past eight years. He at one time was offered the superintendency of the Leavenworth schools, but declined it, preferring high school work. He has been very successful in preparing boys for college, which means that he is a close, critical teacher. He comes with the highest recommendations, as to scholarship, teaching ability, governing power, and moral integrity. The Journal bids him a hearty welcome to the Hoosier State.

BOOK TABLE.

Practical Etiquette, published by W. L. Klein & Co., Chicago, is a capital little book that every teacher could make practical use of. It is a part of the teacher's business to teach children etiquette, and this book will be an excellent help.

The Eclectic Spelling Tablet, published by Van Antwerp, Bragg & Co., of Cincinnati, is a very convenient arrangement for spelling exercises in writing, and should be examined by teachers. Written spelling is becoming more and more popular each year.

The Public Press is the name of a new paper published in New Albany by Josiah Gwin & Sons. Mr. Gwin was formerly the editor of the "Ledger-Standard," and made it one of the best papers in the state. He will make the 'Press' a good paper.

Harpers' Weekly is the weekly of this country. Geo. William Curtis, its editor, is a man of culture, is independent, is progressive. Thos. Nast, the greatest caricaturist in the United States, has cartoons in every number. These alone are worth the price of the paper.

Education, the International Bi-Monthly, edited by T. W. Bicknell, of Boston, sustains well its high character. It contains articles by the ablest educators of the country, discussing topics of general interest. It is devoted chiefly to the discussion of the philosophy of education, and has but little to do with what is usually denominated *practical* methods.

A Text-Book on Anatomy, Physiology and Hygiene. By J. T. Scovell, of the State Normal School.

The above is a little book of 88 pages, finely illustrated and adapted to the systematic teaching of the subject in outline. The subject is logically discussed, giving chief prominence to the hygiene. It will be a suggestive reference book to any one teaching another author.

Commentary on the School Law of Indiana. By James H. Smart. Indianapolis: Wm. B. Burford & Co.

The commentary on the school law published in this Journal since January 1880, has at last appeared in book form. Wm. B. Burford has bought the copy-right and will supply all demands. The Commentary is a valuable—almost an indispensable book to every person who desires to understand the school laws of this state. We have no doubt that thousands of copies will be sold. The book is gotten up in neat form.

New Text Book of Chemistry. By Le Roy C. Cooley. New York: Charles Scribner's Sons. O. S. Cook, Chicago, Western Agent.

The above is a new, complete, practical course in chemistry, based upon the author's former book upon this subject, but entirely re-written, with new matter and many new illustrations, and brought up to the latest dates in this science. The author has seized upon the fundamental facts and principles of the subject and presented them in a concise, but simple and clear manner. He has also made prominent the experimental method of reaching facts. The book is worthy careful examination and fair trial.

A Popular School History of the United States. By J. J. Anderson. New York: Clark & Maynard. J. D. Williams, 46 Madison Street, Chicago, Western Agent.

In this book selections are inserted from eminent American authors, such as Bancroft, Prescott, Motley, Irving, Bryant, Everett, etc., as part of the narrative, and thus a high literary standard is reached. The author has realized his aim in making a text-book free from unimportant details, giving only those salient points in history that are worth knowing and remembering. More

prominence has been given to those matters that pertain to civilization than to the military movements, which usually monopolize the chief part of school histories. The telegraph, cotton-gin, steam engine, railroads, etc., occupy large space. The summaries at the close of each period, the topics for review, the contemporaneous history of England, the excellent maps, the clear type, the attractive appearance of the book, are all commendable features of the work. The book, as a whole, is one of high merit.

American Juvenile Speaker and Songster. By C. A. Fyke. Cincinnati: F. W. Helmick.

The above named book contains a combination of departments, each of which is of special interest to the teacher in the common schools:

1. A Department of Music, about 40 pages, giving a variety of songs adapted to use in schools. Many of these are original with Prof. Fyke, both words and music, and are sprightly. 2. Choice selections of Juvenile Poetry, for declamation. 3. Choice Thoughts, for memorizing. 4. Dialogues, suited to schools.

The whole makes a book of 127 pages, and sells at 40 cents. The author is superintendent of the schools of Butler, Ind.

The Complete Algebra for High Schools, Preparatory Schools and Academies. By Edward Olney, Professor of Mathematics in Michigan University. New York: Sheldon & Co. Western Agency at No. 35 Central Music Hall Block, Chicago.

This is a new edition of a book that is already extensively and favorably known to teachers. Prof. Olney is acknowledged to be one of the best, as well as one of the most practical mathematicians in the country, and his books are all popular. The changes in this edition are not very important, but all in the direction of more perfect adaptation to the needs of the schools.

A thorough mastery of as much algebra as is given in this volume is of great value, whether considered as a mental drill, or as a foundation for more advanced work.

BUSINESS NOTICES.

THE LADOGA NORMAL is established on a permanent footing, with *better facilities and a better faculty* than it has ever had. The best teachers remain, and the return of two of its former teachers, well known throughout this and other states, is hailed with enthusiasm. The next year's prospects of this vigorous, flourishing institution are better than ever before in its history, and have even gone beyond the expectations of its most sanguine friends. It has taken a high stand for thoroughness and efficiency, and deserves unbounded success.

Special attention is called to the advertisement on the second cover page. The Dixon Pencil is the best in the market. The editor of the Indiana School Journal has used no other for years.

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"
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No. 9.

COMPULSORY EDUCATION.


J. M. ROSEBERRY.

HILE there are many educational problems to be solved in the near future in our country, and all more or less intimately connected, and which resemble algebraic quantities containing unknown values, it is the design of this article to confine itself to the equity in the principle and leave the means and methods for making it practical for another paper.

It is a well known fact that many of our people of conservative ideas, hold that it would not be in harmony with our free institutions to have a law to compel the education of all our people. And feeling that many who indorse such ideas have based their judgment on some selfish or other unworthy motive, or have not carefully weighed the question in the scales of justice and equity, it is our desire to present a series of arguments that may prove to them that it is in full harmony with our American idea of freedom, or that it is no more opposed to it than are our laws to prosecute and condemn other offenders.

We will first consider the question, "What is education?"

The end or purpose of man's being is to realize rational or reasonable freedom. One attains this state by a complete development of all his powers, physical, intellectual, æsthetical and

moral, and by forming right habits in connection with each of his faculties. This is education.

Second, how is it to be secured? It can be secured in its full sense only through social organization, or combination. Civilized society is an organic entity, whose purpose is to make possible the realization of rational freedom in each and all of its members.

Freedom is the ideal state which man may realize by a severe process of training and culture. He has freedom, or acts in freedom, when he obeys the "ought," or when he chooses the right or acts in obedience to the "ought," or the dictates of an educated conscience (if the latter term is preferred), for this alone is the dictate of reason. This discerns the *true*, the sensibility feels the *beautiful* in human action, the will chooses the *good*. Hence there is a blending of the *true*, the *beautiful*, and the *good* in the deed—the character.

The true function of society is education—to make possible the training and culture needed by each and all of its members. Hence, from what has been stated, the relation of society to the individual is that of means to end. Society for the individual and the individual for society. For the purpose of fulfilling its functions society has created the family, the state, and the church.

The family as an organism is made one by the bond of mutual love. The children have not attained independent personality. They constitute a common object on which the affection of the parents may find its satisfaction in bestowing the mutual care, training and culture needed, but beyond the use of his mother tongue, and habits of industry and economy, habits of respect for elders and superiors, habits of forbearance and kindness to equals and inferiors, he must necessarily remain uncultured, for reasons which we will give further on. But the observer only needs to associate with the average youth of our land a short time to become convinced that all the above duties, in different degrees, are sadly neglected. And yet so thoroughly should he learn these things that to practice them will become a second nature when he shall reach his majority. Through this training

the individual learns the first lesson in citizenship—that of combining with others.

But family training is insufficient for all the wants of man, provided all the above were carefully attended to.

In the family organization, and in the organization of society, the relations of the individual become complicated. If each person possessed the power to discern the light, and was willing to follow it when seen, there would be an equilibrium of rights. Perfect freedom would be obtained, but such, we know, is not the case; hence the state is organized above the family and above society, whose function is to ascertain, define and enforce what is right, and prohibit what is wrong with the manifold relations of life.

The state may be viewed as composed of the two organizations, or as a means whereby the family and society are made possible, as the agent which creates, defines and protects them. But the existence of these institutions are made possible to the people through the possession of *Science, Literature and Art*.

Take from the people of Indiana to-day all the knowledge of the so-called common branches, and to-morrow we should not merely be children, but barbarians. All the evidences of civilized life on the territory now called the state would be as difficult to interpret as were the ships of Columbus to the aborigines.

The necessity of universal education may be seen from the following supposition: Deprive one of his knowledge of Geography—the science which gives him a rational conception of the earth and of his relations to it, and the earth becomes to him that extent of territory which he has actually perceived, rendering him no more intelligent so far as geography is concerned than the Soudanese of Central Africa.

The same is true of History, that subject which defines his time relations and reveals to him the troubles of the human spirit towards its good freedom. The power which reveals to him the antecedent events which he has unconsciously taken up into his own life. Take from one this knowledge and he is limited to the events of his own narrow observation, or to uncertain tradition.

The same is true of the subject Arithmetic. Without it one could effect no exchanges except in a sensuous equivalent. Bartering, such as practiced among the heathen, would be his highest form of commercial exchange. Such an abstract thing as a note of hand, a bank note, or a bill of exchange would be as incomprehensible an object to him as John Smith's compass was to the Indians.

Take from us our ability to read, and we are limited to the narrow range of our own sensuous experience. In 1870 Indiana had 76,634 persons ten years of age and over, who could not read, and 127,124 who could not write—over 10½ per cent. of illiteracy, to say nothing of the immense number who were scarcely able to make any higher claims to culture.

From these few statements we see that the very existence of a highly organized and civilized society is conditioned on the universal education of the people.

Universal education, in the wide sense in which it has been defined, is the means by and through which the people may realize their destiny—Freedom.

The state is created as a special institution whose end is to *ascertain, define and enforce what is right, and prohibit what is wrong*. The state in the exercise of its functions creates the school as a necessary institution for the education of *all*; for giving that education, intellectual and moral, which will enable the individual to join himself to the various parts of the social organization, and to participate in the substantial enjoyment of the freedom which they offered.

The ground of the school is the necessity of the people for instruction in the elements of learning, which can not be given in the family because of the multitude of other cares and duties devolving upon parents in providing the necessary articles of food, clothing, shelter, etc., for the physical. Hence the state creates the school as a means to meet this necessity, a necessity which no other institution can meet. The *ideal* and the *real* school we find embodied in the school laws of the state and as existing in our present institutions.

The state demands that they who are to come upon the field

of action to guard her rights and to be protected by her shall be intelligent, worthy to become citizens. She has made provisions for the education of all. Then why not all receive the benefits? Why shall means be consumed and her children denied the enjoyment of these privileges?

The child demands that it shall receive a reasonable amount of culture. It cries for intellectual and moral food as well as for physical nourishment, and we find that they who prevent their children from attending the public schools, or who indulge them in their choice to remain away from such benefits, are as a rule, they who do less for their children at home in properly training them, intellectually, morally, and in some useful avocation.

Who has a moral right to deny a child of the state the culture provided for it or to allow him to grow up in ignorance, as thousands do, to become a care and a burden to the state, and a shame and disgrace to society and the family.

Statistics show us that the standard of general intelligence, virtue and citizenship is raised in proportion to general education. The superiority of the Prussian arms is attributed to the general compulsory educational system of that country.

On maps showing the distribution of wealth and illiteracy in the United States the maximum of the former is generally found in those sections where the minimum of the latter exists.

Our wisest statesmen and publicists have found that the best way to diminish crime and pauperism is to lessen its ignorance. In 1869, 95 per cent. of the convicts in France were illiterate; 34 per cent. in England; 49 per cent. in Belgium; 83 per cent. in Switzerland; 40 per cent. in Italy, and in the United States 22 per cent. of the convicts were utterly ignorant, and 50 per cent. were very deficient.

Mr. E. D. Mansfield, in his report for 1872, says: " $\frac{1}{3}$ of all criminals are totally uneducated; $\frac{1}{5}$ are practically uneducated. The proportion of criminals from illiterate classes is ten-fold as great as the proportion from those having some education."

Statistics further show that 60 per cent. of the paupers in the United States are totally ignorant, and 13 per cent. of the illiterates are paupers. The proportion of pauperism is sixteen times

greater among illiterates than among those of common education, and this all refers to intellectual and not moral education particularly.

The ancient philosopher struck the key-note when he said that the man who transgressed the law unknowingly was guilty of two crimes, the second one being ignorance. Ignorance is a crime, and very often when the state prosecutes the transgressor of the law she operates against the effect and not the cause.

Where do we find a greater want of culture, intellectual and moral, than in our prisons and alms houses?

If we ascertain from the illiterate their will in the matter, with few exception, all who are capable of receiving culture desire it, and wish that they had been compelled to receive instruction when young.

There are all over this country parents who allow their children to remain away from school through the whole school year, for some mean, contemptible, trivial excuse, while they are permitted to loaf about the streets and lounge about the villages, to drift into idleness, to form bad habits that will cling to them through life like a maimed limb, and finally to utterly ruin them. Parents of this age it seems are not aware of the powerful degrading and ruinous tendency, toward the body and spirit, of many of the evil habits their children are forming—and that a bad habit once established is as hard to eradicate as some loathsome disease; or how important it is that good seeds—habits of honesty, regularity, punctuality, industry, economy, etc., should be planted in the young mellow soil of their minds in the early spring-time of their life. It is no more true that “It is the early bird that catches the worm,” than ’tis the early influences that take possession of the mind and the life.

No parent or guardian has a moral right to permit his child to remain away from the places prepared for his culture and development, without good and sufficient reasons, and he should not have the legal permit to do so.

There should be more of the rod principle exercised on some of the parents of our land on this subject, for they need it more than the children.

We often hear parents lamenting over the waywardness of their children who drift into bad company and acquire evil habits, when very often the cause or causes lie near the parental threshold. If a child is trained correctly at home, and made to attend good schools and the different elements of his nature cultured and developed in equilibrium, he will in most cases become free from all degrading and demoralizing influences.

He will at least be better fitted for the wonderful responsibilities of a parent should he become such—better fitted to train and cultivate his own offspring. If he remain illiterate he will surely have such cares and responsibilities in almost the same proportion to his illiteracy, if statistics tell the truth.

It is the illiterate man *morally* and *intellectually* who is the parent of the tramp, and of the pauper, and of the thing bearing the semblance of a man who on election days goes to the polls and for a few paltry dollars barter away as a free American citizen of the grandest commonwealth on earth, his right of suffrage. Of course there is a cause for all this, but after all the investigation we will find that illiteracy is the great trouble.

The cry has been all down the pages of history, "We must educate," and it is time we should make this more imperative.

It is true that many of our schools are not what they should be, but they would be made much better if all people would give them their aid, sympathy and support, and a compulsory system would help to develop them.

In conclusion, then, we find that the state has ascertained that it is right that all shall be educated, and has defined the means and methods by which all may be educated, but all are not benefited by this provision. Then the complete function can not be performed until she enforces what is right in this case and prohibits the non-attendance of them for which the provision is made.

It is a well known principle that when an organization does not perform its proper functions there is a condition of unhealthfulness, so there must be in the state until we have a panacea to produce a normal action.

CHILDREN'S RIGHTS.

A PAPER BY R. C. HITCHCOCK.

PASSING by the long list of rights due to children as such, in the family, and that other catalogue so sadly neglected and abused, their rights from the state, I proceed at once to glance at that which more nearly concerns us professionally—their rights in the school-room due them from us teachers.

A little fellow gets his twenty marbles, his first stock and in his first pocket. He can no more keep his hands from that pocket, ladies, than you could avoid a peep in your mirror the morning you don your first sealskin cloak or your spring bonnet. Ho! his hand comes in contact with those little spheres so smooth and beautiful. What kind of one is it, he wonders, red or blue? He must see, and not skilled in the art of pocket-using, out come a half-dozen and upon the floor they go. His little heart beats like a trip-hammer, for he fears their loss.

“Bring me those marbles—give me all you have.”

Oh! what a trial! All? Why, they are his fortune; their value can not be told, but there is no appeal; no matter how tenderly the little fingers linger over the last, which he is sorely tempted to lie about and save. He knows he ought not to have dropped them, but how incommensurate the fault to the penalty. Why, they are his property, and later in life he will fight, gun in hand, and the law will protect him in it, for things of less value to him. His sense of justice is keenly wounded, and he will never have quite a right feeling towards you, and many hours will be lost brooding over the loss. I have heard of a boy who in a similar case rushed home to his father with urgent request for him to get a policeman immediately to go and recover his property.

But shall we not take away playthings if used in school to the injury of order? Yes, in a proper way. Tell the little heart kindly that as he has come to school to study and not to play, you will keep them for him—not take them away from him—until he goes home; or, if you fear this will not be effectual, send them by a schoolmate or carry them yourself to the father or

mother. I know order must be kept, but better your patience tried a little than the seeds of injustice planted in the fertile soil of the boy's heart. I have a right to deprive the boy in a kindly way of the knife that would mar the desk, but not to keep it over night if it is possible for me to return it. I fear the practice is quite general of thus keeping articles which seem trivial to the teacher, with scarcely a thought of the child's rights in the matter.

The children have a right to a punctual observance of school hours. I have no right to a minute that properly belongs to school time, nor have I a right to keep them one minute after they should be dismissed, for any convenience of mine. How do we feel on a hot Sunday if a long-winded minister keeps us until ten minutes past 12 for his sixthly and seventhly? I doubt the profit of ever keeping a scholar after school hours to learn a lesson. Who can learn while in a sour, discontented frame of mind, or if he does get a smattering of the subject so as to blunder through it and go grumbling home, will he do as much work next day for it? I would not entirely banish this as a means of punishment, but would make it a rare occurrence.

The children have a right to be comfortable. I have known a teacher keep a class standing with toes on a crack for twenty minutes, heads upright, hands by sides or folded calmly over the chest. Try it yourself, my dear friend, if you who have done this are here, and see how you like it yourself. I say, let them be as comfortable as possible consistent with healthful attitudes of body. They have a right to a frequent change. Did you ever try to be Niobe or Cleopatra in a tableau, or sit for your picture? If so, you have learned to dread the former and to bless the instantaneous process of the latter; and don't make classic tableaux of your scholars and think you are keeping splendid order. I tell you it's splendid torture. They have a right to be treated as ladies and gentlemen, to just the same courtesy and politeness you would exact from them or expect from your equals in society. They have a right to their own self-respect, and to a treatment from us which will not take this away or detract from the respect of their mates. In years and in knowledge

they are our inferiors, but this gives us no right to insult them, tyrannize over them or neglect them. In innocence, in earnestness, in native ability, in promise of usefulness, they may be far our superiors, and by and by some of them may soar far above us in the wheel. I know a good old lady up in New Hampshire whose whole stock of pride lies in telling how she whipped a little boy who has since been honored with the Governorship of this state and various other high dignities. How much her birching had to do with his getting the Postmaster-Generalship, etc., I do not know, but like the mother of Gracchi, she continually produces him and says, "Behold my Jewell!"

In case of accusation they have a right to a fair and impartial hearing. I do not suppose we can all, for lack of time and perhaps other reasons, always resort to Bronson Alcott's trial by a jury of the peers of the accused, but he has an undeniable right to be heard in his defense, and to offer any proper testimony in his case. Oh, well do I remember these words of doom: "I don't want to hear one word—I know you are guilty," and then the rattan. How liable we all are to allow our feelings at the moment to carry us away, to think under the irritation caused by the present offense, "Why, I am constantly annoyed by this fellow; he must be made an example of." Last April I heard the venerable and respected Francis Cogswell, superintendent of the Cambridge, Mass., schools, tell this: He was in the habit of keeping a "black-book," in which he recorded the offenses of each pupil, giving a page to each. At the commencement of the term a boy had offended. Irritated and in a morbid state he said, "This boy is an old offender; he must be punished." He told the lad to remain after school, intending fully to inflict a whipping. But, as was his usual custom, he first referred to his record, expecting to find there a long black list, and lo! to his surprise there was found but the boy's name at the head of the page. It is needless to say the boy received a kindly rebuke, under which he broke down in tears and went home with love in his heart for his teacher and friend, a man rather than a brute, with self-respect in his heart instead of a burning sense of injustice which would have followed the castigation.

ASKING QUESTIONS.

REV. GEO. P. HAYS, D. D.

QUESTIONING is one of the difficult and yet necessary duties of a teacher. It is possible to conduct a recitation without asking questions by substituting for questions commands, but these are only questions in another form. To say "Give the sub-kingdoms in the animal world" is the same as to ask "What are the sub-kingdoms of the animal world?" So it is in every case. These commands will therefore fall into the same classes into which questions fall. These classes of questions are mainly four. The first is questions for information. Here the questioner must indicate by the question what he does know of the subject, and by that bound off what he does not know, so that the answerer may see definitely what to assume as known, and what information to give. The teacher ought not to need frequently to put such questions to his pupils. It is a good discipline, however, for the pupils to be compelled to frame their questions properly. Very often a question reveals as much knowledge, or ignorance, as a good answer.

The class of questions next in order of frequency or infrequency in the uses of the teacher is such as are called leading questions. It is often said that a leading question is one which can be answered by yes or no. But this is only the extreme example of a leading question. The true definition of a leading question is one which conveys to the person interrogated the answer desired by the examiner. Any one who has attended court will know how often attorneys exhibit no little skill in avoiding questions answerable by yes or no, and really tell their witnesses just what they want them to testify to. There are, therefore, all grades of leading questions. To ask "What battle at Yorktown between Cornwallis and Washington in 1781 closed the Revolution," is to tell the pupil all about it. To ask "How did the Revolutionary war close," is to ask him a question and tell him nothing. When, then, pupils fail in the ordinary recitation work, the teacher and all the pupils ought to recognize the

character of the leading element introduced into the questions, as the same thing is made by each new question a little more plain, so that all would know that these new questions were as really help, as if the teacher had told them outright.

The only place where these leading questions are especially useful, is such a place as a Sabbath-school, where there can be but little authority used to enforce study. There often the only thing which can be done, is to first question the lessons into the pupils by leading questions, and then pump it out by true questions; and thus see-saw it in and out till it is lodged in the memory. In earnest school work the pupils ought to feel it an insinuation against them to be asked a leading question. If this was true, however, many teachers would be in a perpetual broil. They show their own incompetency by telling their pupils what to say, and then complimenting the pupil's smartness for saying it. At an examination in a post-graduate institution, some malicious directors kept an account of the leading questions; and out of twenty-five, eighteen indicated their own answer.

The other two kinds of questions are those which ought to be the teacher's method in class-room work. These are to show the pupil his own ignorance, awaken curiosity, and give a hint as to the method of obtaining the desired information. The famous case of Socrates with the boy is a perfect illustration. He asked the lad the size of the side of a square foot. The lad answered, "One foot." He then asked how large the side should be to enclose two square feet. The lad answered, "Two feet." Socrates now asked how to draw it, and the lad at once saw his mistake. So he went on, telling the youth nothing, but directing his own investigations, till the lad had taught himself a good lesson. In assigning future lessons these questions are of great value. They are not to be answered at once, but are the gist of what is to be found out for the next recitation. They also often serve a good purpose in taking the conceit out of self-sufficient new pupils. It is good service to those who are not aware of their own ignorance to show them how much they do not know. These are also of high value when they are used to call out the pupil's power of applying his knowledge and devel-

oping his powers of reasoning. To put these questions wisely and effectually is part of the highest art of instruction.

The last kind of questions is that which should be used in cases where the object is to estimate the pupil's knowledge, or find out his mistakes. They may be called testing questions. They should give the pupil no hint as to the answer, but confine him strictly to the true answer. These questions may be made broad or narrow, as the teacher may desire. To put them rightly is an essential to all good teaching. Lecturing and topical recitation and written work are all very important, but it is doubtful whether the best work can be generally obtained without enforcing it by frequent close and searching examination by these testing questions. No teacher should rest at all content with his attainments until he has by careful practice acquired real skill in the prompt and rapid construction and statement of these test questions.

Beginners in the art of questioning, like beginners in any other difficult art, may expect to blunder often, and to be sometimes humiliated by failures; but there is no excuse for being ignorant of the difference between good and bad work, or contented in their weakness, or unwilling to work hard and carefully obtain reasonably high ability in this essential qualification for respectable work in the class-room.—*Washington Jeffersonian*.

CO-EDUCATION AT MICHIGAN UNIVERSITY.

PREST. J. B. ANGELL.

IT is nine years since the first woman was formally admitted to this university. It is proper to say that usages in the West had fairly prepared the way for the admission of women to this institution. The idea of co-education was familiar to the public. Public opinion expressed itself, both in the legislature and otherwise, so strongly in favor of the admission of women to the university, that it was deemed wise to defer to it.

I think the opposition to receiving women was due to the fear (1) that some young men might be turned away from here; (2) that the health of the women would suffer from the attempt to pursue a thorough course of study here; (3) that the women would not be able to master the severe studies; and (4) that embarrassments might arise from the lack of thoughtfulness and descretion on the part of some of the young men and the young women, left largely to themselves and away from home.

We have now had nine years' experience in co-education. We have had women studying in every department—the Literary or Collegiate, the Medical Schools (the Old School and the Homœopathic), the Law School, the Pharmacy School, and the Dental College. The number has risen from 34 in 1871 to 132 in 1879. We now have 129. We have never made a single new law or regulation in consequence of their coming.

What, now, can we say of the fears which were entertained at the outset? First, I think it possible that some young men who had thought of coming here were at first turned from us to some other college; but I can not say that I know of any such case. Second, I think the solicitude concerning the health of the women has not proved well-founded. On the contrary, I am convinced that a young woman, coming here in fair health, devoting herself to her appointed work, not going too much into society, but living with reasonable prudence and care of herself, is quite as likely to be in good health at the time of her graduation as she would have been if she had remained at home. The regularity of the life and the deep interest which it awakens and maintains, are manifestly conducive to mental and bodily health.

Third, there is no branch of study pursued in any of our schools in which some women have not done superior work. It was soon found that in those studies which are thought to make the most strenuous demand on the intellect, some of the women took equal rank with the best men. They have desired and have received no favors. After graduation, a fair proportion have secured positions of eminent usefulness, especially as teachers and as physicians. Some of them have been engaged in teaching the Greek and the Latin in our preparatory schools.

Five of our graduates have been called to the Faculty of Wellesley College.

Fourth, the relations of the sexes to each other here are those of well-bred men and well-bred women, and are not, in fact, in the least degree embarrassing to us.—*Penn. School Journal*.

THE VALUE OF DRAWING AS AN EDUCATIONAL DISCIPLINE.*

HERRMANN SCHURICHT.

THE International Educational Congress, lately assembled in Brussels, capital of the Kingdom of Belgium, passed resolutions in favor of Drawing, as a study of *the highest importance for the generalization of good taste*. Ladies and gentlemen, an opinion coming from such authority calls forth the earnest consideration of all educators, and it should decide at once the question of "The value of Drawing as an educational discipline in the common schools." But as it is of higher importance to become *convinced* by study and examination, than simply to believe in authority, I invite you to a careful investigation of the matter. It is agreed on all hands that the results in mechanic arts, observable in the market of civilized nations, are the product of trained intellect and cultivated skill. Compare the two continents on this hemisphere and you will discover at a glance that North America has excelled the Southern Continent with its richer soil and far superior climate, ever since it outnumbered South America in regard to schools.

Indeed, ladies and gentlemen, give any country a cultivated intellect and it will rapidly grow in wealth and power. No investment pays a larger dividend in return than a sound education of the masses. But no public education can be called *sound* which is a mere fountain of *classical science and art*, attainable only by few, while it neglects to furnish the mass of the people with

* Extract of an Address delivered before the Teachers' Institute at Indianapolis, Ind., March 25th, 1881, by Herrmann Schuricht, of Chicago, Ill.

such practical knowledge as is required in *daily life*. The number of persons engaged in industrial pursuits forms the largest portion of all active and civilized nations, and those persons have a perfect right to ask for some knowledge of the principles of art, or rather of taste. Drawing being known as the alphabet of industrial art, is the instruction they need, and it is now recognized by the most eminent pedagogues, artists and mechanics as being to working people of equal importance with any of the so-called *Fr. etudies*. I trust that you will all agree that Drawing is one of the most practical and useful attainments in life, for boys as well as for girls, no matter what business they may follow in the future, or in what circumstances their parents may live. It is not many years since that women were almost excluded from any industrial, commercial, scientific and artistic pursuits outside of the narrow limits of their homes. Now, however, there are open to them a large number of employments and occupations. Prof. Walter Smith says very correctly: "There is a mine of untold wealth among us in the art education of women."

At the first International Exhibition in London in 1851, England was taught the lesson that through neglect of art culture every department of her industry was far behind those of the competing nations, and America's young industry was at that time not able to compare favorably with either England, France or Germany. But already the Universal Exhibition of 1855 at Paris, and still more that of London in 1862, clearly demonstrated the results which England had obtained by the lesson of 1851, and from the immense efforts she had made. In our country the different state governments were rather slow in taking energetic measures to improve art training. Previous to 1870, Drawing had been practiced more or less in the public schools of some states, but its aim seems to have been indefinite, having no distinct tendency in any direction, educationally, either towards artistic or industrial ends. At last Boston became the pioneer and gave the subject a new and energetic start, and the legislature of Massachusetts passed an act, commonly called "The Industrial Drawing Act of 1870," not only defining the nature of the instruction by calling it *industrial*, but by requiring

that it should be taught *to all pupils* in the public schools of the state.

The next thing to be done was to provide a plan, and this difficult task was entrusted to Prof. Walter Smith, of the famous Kensington Museum at London, England. It is well known how extremely well Prof. Walter Smith succeeded. The system of Drawing that he established being in use in the schools of your city for several years, I suppose that you all know it. But I beg to call your attention to the practical results which, since 1870, the introduction of Art-training in America has already produced. At the Centennial Exhibition at Philadelphia in 1876 the goods manufactured in this country compared *very favorably* with those exhibited by the older civilized nations, and our export of manufactured goods has been constantly growing ever since. Let us hope, ladies and gentlemen, that there is to come a time when we shall not export any large amount of *raw material*, but largely increase it in value by *American skill and labor*! At the present time there are in America perhaps half a million of skilled workmen; but there are also at least a million of poorly skilled or utterly unskilled men. Suppose our schools can, within a few years, qualify poorly skilled into well trained artisans, and raise those unskilled to the rank of poorly skilled ones; and I ask, ladies and gentlemen, will not at that time the value of our industrial products manufactured within a single year only, pay for all the money we are now investing for the improvement of Art Education in our schools? But this education must be *complete*, and not stop to exercise its beneficial influence halfway; it must not be carried on only in the Primary and Grammar schools, to be abandoned or continued with less energy in the High schools, for the Primary and Grammar courses are but the beginnings, and the High school pupils, when entering some industrial pursuits, will need more of it. "Whatever you would have appear in a nation's life *must be put into its schools*," is a German motto, and adopting this principle we should put into our schools more of practical science and aim to reach *its end*.

Enthusiasm for the study is the *best guarantee of success*, for it produces qualification, and I firmly believe that every teacher

who recognizes the great practical value of Drawing for all industrial pursuits—who sees that the education of mind, heart and hand are equally important, and that Art-training forms only an integral part of general culture—will devote himself with love to its instruction *and will succeed!* Such teachers will not hesitate to prepare themselves properly on the lessons to be given, for they know that no teacher can impart to others what he does not know thoroughly himself. The great secret of teaching Drawing well in elementary schools is next to qualification and love for the study; the *logical grading of the exercises*, so that no element necessary to the understanding shall be left out, no exercise be unreasonably difficult or too heavy a tax on the pupils, and every fresh example contain some new feature of interest or change an already familiar subject. A successive change of the different features of the study affords that *variation of subject* which is of great educational effect.

The testimony of all teachers instructing in Drawing is, as might be expected, that the children are easily interested in Drawing, so that it is rather a recreation than a task; and it is even quite possible that the pupils are further advanced in their other studies by reason of the life and interest excited by the drawing lessons. The teachers should also never forget that drawing must not be treated as an *isolated study*, but as a means of general culture and a practical illustration of other branches of instruction. Many lessons and exercises given in Prang's Text-books of Art Education (Walter Smith's system), aim to make Drawing a supplementary *object lesson* on certain studies of importance, for which we have little or no room in our public schools—as, Geometry, Universal History of Culture and Art, Universal Geography, Analytic Botany, Anatomy, and others. Any child can be led along from the simple lines drawn on the slates—from geometric form and its combination for design, to the quite elaborate exercises of high school classes in pencil, crayon, stump, sepia, and water colors—provided its talents and taste are not directed in wrong channels by useless *copying* of heads, animals, landscapes, etc.

Drawing has too long been regarded as a mere accomplish-

ment and matter of amusement, and its *æsthetical feature* has been misconstrued. It is time, therefore, to recognize that scarcely any elementary study has so practical a bearing upon the daily life as Drawing, and that the instruction must be logical, not commencing at the top, but at the bottom. We must first know the character of the different forms, and how they can be drawn with accuracy, before we may attempt to represent combinations of various difficult, regular and irregular, geometric or natural forms. A thorough knowledge of geometric forms of objects and their appearance to the eye in different positions or under the reflex of light, etc., is as important a part of *æsthetics* as the higher studies of Fine Art. By making Geometry the base of instruction, eye and hand will be trained; judgment in size, form and proportion can be acquired; accuracy of measurement and inventive faculty will be exercised, and all this at a time of life when correct habits of life are most easily formed—this is during the middle period of childhood.


During the last days I visited, in company of Prof. Brown, your Supt. of Drawing, a large number of your classes, and what I have seen there convinces me that the instruction in your primary and grammar classes, as well as the entire supervision, are entrusted to faithful and efficient hands. I congratulate you on your success. There is a *uniformity* in your pupils' work which I much admire, and I entertain no doubt that in the course of a year or two you will have advanced the study so far as to commence in the high school classes with the advanced artistic studies prepared for them. I gladly say that the work of your primary and grammar pupils compares *very favorably* with that of any other western city, and for this reason I think the time has come when the study of Drawing should also receive some more attention and encouragement in your high schools. Freehand and Model-drawing ought there to be carried out on a larger scale. Geometrical drawing should be pursued in the high school for a time only, to assist the first exercises in elaborate outline-drawing and designing; and when this has been achieved, the linear perspective, by use of compass and square, can take its place. The studies of design should display a definite advance by making

applied design take the place of elementary design, and by directing the power gained to the useful purpose of industrial Art.

The programme of work for the upper classes in the high schools should finally embrace drawing from the model and cast, perspective problems, projection, and drawing from copy, cast, object and nature in crayon, stump, sepia and water-color. As the time devoted to Drawing per week is only two lessons of 40 minutes each, the subjects of the study should also be brought before the pupils' eyes *outside of these lessons*. For instance, the sheets of historic ornament and other studies should be hung up in the class-rooms. If the pupils will see the *beautiful ends of the study*, they will become desirous to reach them. Prof. Smith said, very correctly too, in one of his lectures on Art Education: "There is an education obtained by being in the presence of works of art, just as there is a refining influence in the society of refined men and women."

COUNTY SUPERINTENDENCY.*

J. C. MACPHERSON.

FTER explaining the purpose of the committee in preparing the programme for the present session, he said in substance: In every political campaign it is the custom to say that the pending election involves the most serious issues ever submitted, etc. I am not far wrong when I say that the present official term of school work is as important as any which has preceded it. We find some difficulty in our work from the fact that public sentiment has outgrown parts of the law we are called upon to administer. However, the declaration of General Grant, in his first inaugural, is the motto for us: "Laws are to govern all alike—those opposed to, as well as those who favor them. I know of no method to secure the repeal of bad or unsatisfactory laws so effective as their stringent execution."

* An address delivered by Supt. J. C. Macpherson, of Wayne county, at the opening of the County Superintendents' Convention, held in June.

What the next law will be, depends upon the sentiment developed during the coming eighteen months, and upon our faithfulness in our work.

The subject of school visiting has been discussed frequently. There is much to be said and much to be done in that branch of our work. I am of the opinion that public sentiment in this state is prepared to accept the *theory* of school inspection. A prominent member of the recent legislature put the sentiment into one sentence when he said, "I am in favor of skilled supervision." The people see the necessity of school visiting, and admit the force of the arguments which we bring forward in its support. We must make them *feel* that the visiting we do is an actual benefit to their children.

In the matter of examinations we find our difficulties greatest. Here, more particularly, we are called upon to administer statute not expressive of the present sentiment of the school people of the state. The present provisions are somewhat crude, and were enacted before the days of county supervision. The common school bill, as passed by the lower branch of the recent General Assembly, contained on this point, some popular features. Most of the trouble seems to arise from the differences in estimating considerations or evidences other than scholarship. This association has often discussed what percents of a general average should determine the several grades. But in considering "other evidences of qualification" there are wide differences in practice. Whether and how to consider institute attendance, journal reading, observed efficiency, general intelligence, want of experience, etc., are questions which each superintendent has answered for himself. There is now no standard approved by this association. At the meeting last year the previously adopted standard was nullified, and the whole matter referred to a committee, instructed to report at this meeting. One mission of this association is to unify practice in the treatment of these questions.

The licensing of teachers is a live question; and I must remark that it is a little singular that efforts to do away with examinations should begin just at the time when county examinations have

ceased to be mere forms and are beginning to mean something. It is to be regretted that the law re-organizing the township institute system failed to be enacted. By careful management these meetings of teachers can be made of great benefit and serve to popularize the school system.


County institutes should receive our earnest consideration. They are an expense to many teachers. A good return should be made. The committee on this matter and the State Board will present their reports upon the tasks assigned them at previous meetings.

The County Board of Education is a strong part of school work. I regard it the most promising feature of our educational system. It should be made more effective, and ought to have the power of deciding whether the towns shall adopt various series of text-books and make changes, at their own wills.

All these matters can not be settled at this meeting, but a few steps can be taken, and subjects which can not be reached at this meeting may be discussed at future meetings.

MUSIC.

C. A. FYKE.

 DISTINGUISHED personage once said, "If I can write the songs of a nation I care not who makes the laws." How significant are these words! How wonderfully true it is that the power which controls the popular sentiment, will mould the public mind, make its laws, and govern all the movements of society! So far as one agency is capable of exerting this pre-eminent influence it must be acknowledged that music is that agency. It inspires the soul with better and nobler thoughts and aspirations. It is one of the most powerful agencies for moulding character in our educational system. All are more or less gifted to comprehend and enjoy it. The grand art is spreading on all sides its ennobling and refining influence, and it is useless for ignorance and utilitarianism to attempt to stay the march

of an agency that is making us all better men and women. By it the hearts of the most desperate villains are touched and softened, their thoughts elevated, and their very natures changed, as when a sudden burst of sunlight, pouring through the breaking clouds, lights up all nature and dispels her sable covering, more dismal because long worn. Music is a physical stimulant, and has the power to lift the body and soul out of the deeply cut ruts in this life and to let it down again on the smooth road invested with fresh vigor.

Who can calculate the power and influence of music over a nation? Who can picture its action upon the rough and uncultured mind, uncovering, as it were, the tender cords of love and sympathy, long wrapped in coarseness and vice? The fact that all nature resounds with melodious strains and beautiful melodies, is sufficient evidence of the value and power of music. The wintry breeze and crackling fire upon the hearthstone blend together in such a pleasing melody that even the most vulgar are charmed into a delightful reverie.

To one who has watched the progress of music in America, during the last quarter of a century, it is clear that the art has attained a power in the land not dreamed of a half century ago. If such gigantic progress has marked the past, how much greater are the possibilities of the future for the diffusion of the art among the people! And through what avenue may it be extended and fostered better than by making it an essential feature of our educational system? Many schools are already giving it due attention, with satisfactory results. But it should be made universal. Music is the property of the people. It belongs to all classes of society, the poor as well as the rich. We may not all be musicians, but there is a grade of musical instruction and enjoyment for every person in the land, and it is the duty of our educational system to furnish it.

Music is a spiritual interpretation of man's inner nature, I care not in what manner it shows itself. Whether he has power to send it forth in articulate sounds or not, there is no question that in one sense, as he passes through life, he sings his special songs

in his own peculiar way, and these songs are the influences and forces of his character.

Let no man lose the enjoyable in life, by believing that he is not capable of enjoying music. If he is an ordinary specimen of the human family, he is more or less subject to the influence of music. It is unnatural for a human being not to like music, yet it is true that those who know most, love most.

Let us as teachers endeavor to encourage the study of music. It should not be looked upon as a luxury, but as an essential factor in the development of mind and heart, for there is no branch that will develop the finer sensibilities of the pupil so well as music.

OFFICIAL DEPARTMENT.

AN IMPORTANT DECISION,

AND ONE OF INTEREST TO SCHOOL TRUSTEES AND TEACHERS.

The following decision was rendered by Judge Allison in the case of *James V. Rawlings vs. Lancaster School Township of Jefferson County*:

"This is a suit by the plaintiff for his services as teacher in said township. The facts of the case are as follows: The plaintiff was a licensed teacher and was employed by the township trustee to teach in District No. 1 in said township for the school term. During his said term, and before it was finished, the plaintiff's license expired by limitation, and after the expiration of his license the trustee undertook to discharge the plaintiff and demanded the possession of the school house. The plaintiff refused to quit the school or deliver the possession of the house, and continued to teach until the close of the term; and this suit is brought to recover the contract price for teaching said school. The court is required to give a construction to section 28 of the school law, which reads as follows:

"Trustees shall employ no person to teach in any of the common schools of the state unless such person shall have a license to teach, issued from the proper state or county authority, and in full force at the date of the employment; and any teacher who shall commence teaching any school without a license shall forfeit all claim to compensation out of the school revenue for tuition, for the time he or she teaches without such license. And if a teacher's license shall expire by its own limitation within a term of employment,

such expiration shall not have the effect to stop the school or stop the teacher's pay."

First, it is clear from the above section that unless a teacher has a license in force at the time of the employment, the trustee has no authority to employ him. The license is a necessary pre-requisite to his being employed, and a construction has been put upon this part of the section by our own Supreme Court, in the case of *Putman vs. The School Town of Irvington*, 69 Ind. p. 80. The Court says: "As we construe this section 28, a contract for the employment of an unlicensed teacher in a common school is void, and is not ratified by the subsequent issuance of a license to the teacher."

This first part of section 28 was contained in the statutes of '38, '43, and '52, but in 1865 the legislature revised the whole school law and amended it in many particulars, and among others section 28 was amended by adding the provision: "And if a teacher's license shall expire by its own limitation within a term of employment, such expiration shall not have the effect to stop the school or stop the teacher's pay."

Now, without the amendment, where the license expired during the term, the school would have to close, and the teacher's pay would cease. It seems clear to me that this is just what the legislature intended to prevent; for the object of the first part of the section is to prevent the employment of incompetent teachers or continuing them in the schools. But it is evident to any one that if the teacher was well qualified to teach at the commencement of the school, and held a proper license, he would not be less qualified to discharge his important duties as teacher by reason of pursuing his vocation during the term of his employment. And to the end that the school should continue uninterrupted to the close of the term, this saving clause was added to section 28.

The Court, therefore, sustains the demurrer, and holds that a teacher who held a proper license at the time he is employed, has the right to teach to the close of his term and draw his pay for the same, notwithstanding his license should expire by its own limitation during the time of employment."

J. Y. ALLISON, Judge.

The above decision is in accordance with the interpretation of the law as rendered by State Supt. Hoss, and his successors Hobbs and Hopkins; but Supt. Smart, after he had been in office some time, changed this rule. His ruling was that the intention and spirit of the law is that only teachers holding license are entitled to teach public schools, and that when a license expires before the close of a term of school, it must be renewed at the next regular examination. He reasons that the clause of the law, "such expiration shall not have the effect to stop the school or stop the teacher's pay," should be understood to mean *within a reasonable time*. The law provides for *monthly* examinations, and this clause is intended to bridge the space between the expiration of the license and the next examination. He is helped to this conclusion by a decision of the Supreme Court, that a teacher draw pay for teaching done *before* obtaining a license. If obtaining a license a month after the

beginning of the school is not *legal* evidence that the teacher was prepared to teach when he began, the fact that he had a license in effect a month ago is not *legal* evidence that he is qualified to teach now.

The writer has just closed a conversation with State Supt. Bloss on the above subject, and finds that he is inclined to take Mr. Smart's view of the case. He thinks, in addition to the above reasons, that the idea of having licenses for 6, 12, 18, and 24 months implies re-examinations. According to the above decision a six month license is good for an entire school year, and is as good as a twelve month license, unless the law intends that each grade of license shall be good for six months or a year longer than it calls for on its face. If a teacher's license expires in the middle of the school year and yet is good for the rest of that year, why should it not be good for the next year? Is the teacher not equally well qualified? He may be, but this does not meet the theory or spirit of the law. The judge's argument, if carried to its logical conclusion, proves too much, viz: that a teacher once holding a license need never be re-examined so long as he continues to teach.

Supt. Bloss expresses doubt as to whether the Supreme Court will sustain the above decision, and thinks it *safest* for teachers to renew their license.

The Journal regrets that the law is not definite on this point, and joins with Supt. Bloss in recommending teachers to take the *safe* course and not risk teaching without license.

This decision has no effect outside Judge Allison's judicial district. It is to be hoped that the case will be carried to the Supreme Court and the matter settled for the entire state.

EDITORIAL.

GRADING THE COUNTRY SCHOOLS.

There are still a few counties in the state in which but little has been done toward grading district schools. Wherever superintendents have taken hold of the matter in earnest the question of grading is no longer a debatable one. Its practicability has been demonstrated and its great utility is universally conceded. Those counties yet behind in this regard should enter upon the work at once. The only way to grade schools is to *grade* them. Let the process begin at once; no amount of waiting will help the matter.

True, the work can not be perfected at once. Those pupils that have "finished" the arithmetic and yet have not begun the study of grammar of course can not be classed, but if the teacher will see to it that the *beginners* keep to the course of study, and will push the irregular ones forward in the branches in which they are deficient, and hold them back a little, if necessary, in the branches to which they have given special attention, and withal exer-

cise a little common sense, all difficulties can be overcome, and the grading be completed in a year or two.

The desirability of grading these schools is no longer questioned. That it will greatly diminish the number of classes; that it will greatly economize the time of the pupils; that it will systematize the work so that there need be little loss of time when a new teacher enters the school; that it will enable pupils changing their residences to enter a new school and find classes corresponding to the ones he left; that it is as easy and as essential to have the country schools graded as it is to have city schools graded no one familiar with the facts will deny.

The superintendent must take the lead in this matter, but can do little without the cordial support of his teachers. When superintendent and teachers work together earnestly and wisely, success is a foreordained certainty.

THE MAN WHO HAS GIVEN AWAY \$4,000,000.

The Washington correspondent of the *Philadelphia Times* says, "The greatest American philanthropist that ever lived, excepting George Peabody, is W. W. Corcoran, of this city. He is now 82 years old, and during his life he has given away \$3,000,000 in public benefactions, and \$1,000,000 in private charities, or about three-quarters of his entire fortune. I have seen the figures, and know. The Corcoran Gallery of Art, including the building and endowment, cost more than \$1,000,000, and is the pride of the City of Washington. There is nothing equal to it in the country. The Louise Home, for decayed gentlewomen of the South, is a noble benefaction, and the building and grounds are a great ornament to the city, and the admiration of strangers. More than \$500,000 is represented here. To Columbia University Mr. Corcoran has given money, houses, and lands amounting to \$250,000; \$100,000 was given to the Ascension Church. To the University of Virginia he has given hundreds of thousands of dollars, and to the City of Washington, in addition to his many other gifts, he gave Oak Hill Cemetery, and improved it at a total expense of \$120,000.

Mr. Corcoran's entire family consists of three grand-children, through his daughter Louise, and three nieces and nephews. He is now very old and feeble, and is unable to attend to his own business. One would think that he had done enough to earn immunity from personal solicitation, yet the poor man is worried nearly to death. His confidential business man does much to keep the great philanthropist from personal worry and trouble.

A REMARKABLE INVENTION.—Dr. Werner Silmens, of Berlin, Prussia, has invented an electric railway. The road is half-a-mile long; the speed is nine miles an hour; the car carries twenty passengers; one rail is *positive*, the other *negative*. This is about as good a record as the first steam car made, and what the outcome of this may be no man can now foretell.

THE FIRST DAY OF SCHOOL.

In a few days thousands of schools will be opened—many of them by teachers who have had but little if any experience. Much, very much, depends upon the first day's work—especially the first morning's work. The success of a teacher entering a new school depends more upon the work of this first morning than upon any week's work in the entire school. Upon this morning he lays the foundation for his future success or failure. The children are full of expectation, wide awake, watching with Argus eyes every motion, every action, placing an estimate upon every word, comparing the teacher with his predecessor—in all imaginable ways weighing him and forming their estimate of him. If their opinion is favorable, he has secured an influence that will help him materially in his future work. If the opinion be unfavorable, this influence will be in his way for weeks, and, it may be, for months, whatever may be the character of his after work.

Then, since so much depends upon this *beginning*, it should be carefully studied and carefully planned.

A few days ago a teacher approached the writer and said: "I heard you lecture to an institute about ten years ago on 'the first day of school,' and it did me more good than any lecture I had ever heard before or have heard since. I was just about beginning my first school." The main points in that lecture were the following:

1. See to it that the school house is in good condition—if the trustee does not put it so do it yourself. The question is not, can you afford to do it, but rather, can you afford *not* to do it.
2. Be on the ground early the morning school is to open. Have all things in readiness. Greet the boys and girls pleasantly as they come in.
3. Have your work all carefully planned, and know just what you are going to do first, what second, what third, etc.
4. Let your opening exercises and "remarks" be exceeding brief.
5. Having learned previously, either from the records of the last school or the pupils, just what classes belong in school and the exact stage of advancement, proceed at once to assign work. Give each one something to do, and the shortest method is the best method. Perhaps the best subject to assign first is arithmetic. If problems are given suited to the various classes, and the work to be preserved for recitation, industry for a time is insured for all, though the lesson may be familiar to some. The arithmetic classes will include most of the school. New pupils, after a few questions, should be assigned temporarily to some one of the arithmetic classes. Next give attention to the "little ones." By such a course every pupil should have work to do inside of fifteen minutes from the time the opening exercises are closed.
6. Keep the ball rolling. Hear short recitations. Assign new work. Tax every energy to keep the children employed. Your success depends largely upon this.
7. You should be working on a regular programme by the second day.
8. As to order, begin as you expect to continue. It is a great, frequently

a fatal mistake, to let the order "slide" for a few days, expecting to "tighten up" after the school is organized Better begin too strict than too lax.

- 9. Announce few if any *rules*, but keep a tight rein in a steady hand.
- 10. Thorough mastery of the subject as to matter and method inspires self-confidence, and self-confidence inspires confidence in the children, and this is half the battle.

TIME GIVEN TO READING.

Investigation shows that there is great variety of practice in regard to the attention given to reading. The following facts, taken from ex-superintendent Triplett's record, show what is true of Clay county, and this is perhaps an example of the custom in many counties, if not a majority of them.

No. of SCHOOL.	Time given to Reading each day in minutes.	No. of pupils studying Reading.	No. of daily recitations in Reading.	No. of pages read per month.
School No. 1	100	15	6	60
" " 2	55	53	6	13
" " 3	80	27	10	90
" " 4	105	22	2	29
" " 5	55	61	7	30
" " 6	60	44	5	5

These examples serve the purpose. The schools are all country schools, in which are taught the usual branches. The size of the school would not usually affect the relative amount of time given to each subject.

These comparisons are always valuable for a teacher to study. If he finds that his practice differs materially from that of most other teachers, it should give him concern. If his circumstances are not peculiar, he is probably wrong, and should not rest until he has given the subject a careful investigation, and settled the question of what is right so far as may be.

To illustrate: In one of the schools noted above the teacher takes his classes over 90 pages in the same time that the teacher in another school takes his classes over 5 pages. One or the other of these must be wrong, perhaps both. When superintendents get these facts they can do much in assisting teachers to an equitable adjustment of time among subjects, securing the best methods of instruction—for surely the methods of these two teachers must be very far apart.

In this same county the reports show that about 300 more pupils study spelling than study reading. Ought this so to be? Why? Why not?

Teachers and superintendents need to study some of these questions.

WOMEN PROFESSORS.

The election of Miss Peck to the 'Latin "instructorship" in Purdue University is a move in the right direction. "Professorship" would sound better, but Miss Peck can afford to wait a year or two, for she is certain of the latter title if she earns it, as she is certain to do.

All the colleges of the state (except Wabash and the Catholic colleges) admit women to all their departments, and but ~~two~~, so far as the Journal knows, have women in their faculties. Some of the others have women teachers in their preparatory departments.

This is not as it ought to be. Women should do a part of the teaching in the college department. And especially is their influence needed in colleges to which girls are admitted. The girls need them, the boys would be helped by them. If women have ability to master the college course of study (and no person of sense now questions it), they have ability to become teachers in these departments.

To admit women as students and refuse to admit them as instructors, only half-way admits their mental equality. Miss Catharine Merrill maintains herself as well as any Professor in Butler University; Miss Rebecca J. Thompson, of Franklin, can give the young men all the mathematics they are capable of mastering; and so it would be in other colleges if women were given a chance. Thanks to Purdue for this move.

ANSWERS TO STATE BOARD QUESTIONS.

A letter just received contains the following: "As you have omitted answering examination questions, the Journal does not meet my wants, etc." The above is certainly a very strong statement considering the facts, and it is referred to because it is an expression that has frequently reached us recently. How the impression could have gained currency that the answers to questions are to be dispensed with is inexplicable. At the beginning of 1881 it was proposed to omit answers to simple questions which if not known could be readily found in every text-book on the subject. It was thought that the space given to the answering of such questions could be put to better use.

It has never been suggested that the answers (except those within the reach of the humblest teacher), should be omitted; and notwithstanding this arrangement the answers in arithmetic, geography, and physiology have been given entire, and there has been little if any room for complaint on account of omissions in the other branches. The members of the State Board have intended to answer every question concerning which there could be doubt or difficulty. Hereafter still greater care will be taken, and no one will have ground for complaint who does not wish *all* his mental food chewed for him.

A large number of institutes have been held, but for some reason reports have not been sent for publication. The Journal requests concise reports and will be glad to print them. Other educational items are solicited.

THE YORKTOWN CENTENNIAL, which is to be celebrated October 18, 19, 20, and 21, is to be a grand affair. Extensive preparations are being made, and the occasion will be one long to be remembered. The suggestion of last month's Journal that the schools should celebrate this anniversary by appropriate exercises is again urged. This furnishes an excellent opportunity to fix an important historic event, and also to inspire the children with a spirit of patriotism.

A teacher by going to his histories and by watching the newspapers will find abundant material out of which to arrange school exercises that will be instructive and pleasing.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR JULY, 1881.

WRITING.—1. Make each of the small loop letters and give the length of the loop in each. 2 off for each om.

2. Analyze the small *d*, the small *r*, the small *y*. 3 pts., $3\frac{1}{3}$ each.

3. Make a general classification of the capital letters. 10

4. What is meant by the whole-arm movement in writing? When used? 2 pts., 5 each.

5. Describe the best positions for the body and the arm in writing. 2 pts., 5 each.

6. Write the following lines as a specimen of your hand-writing:

Still, still whene'er the battle-word
Is Liberty,—when men do stand
For justice and their native land,—
Then Heaven bless the sword!

50.

ORTHOGRAPHY.—1. What is a prefix? 10

2. When is the final *y* of a primitive word changed to *i* in forming a derivative word by adding a suffix? 10

3. Name four different letters or combinations of letters that may be used to represent the long sound of *e*. 3 off for each om.

4. Why are the following words difficult to spell? *Been, carriage, busy, sew.* 10

5. Spell the following words (to be pronounced and defined so far as needful by the superintendent after the preceding questions are answered): *Eve, beat, beef, chief, deceive, marine, Portuguese, key, Cæsar, people, Phæbus, quay, fraud, born, bought, broad, extraordinary, awl, all, sacrifice.* 60

- READING.—1. Define accent. Distinguish it from emphasis. 20
2. Name the different school exercises in which English language is taught. State the special phase of language instruction given in each. 20
3. State the difference between articulation and pronunciation. 20
4. Describe a method by which you would teach a child to articulate a word properly. 20
5. Indicate, by the use of diacritical marks, the sounds in the following: *Their, cushion, chronicles, grew, voices, essence.* 20

ARITHMETIC.—1. *a.* Define notation, as used in arithmetic. *b.* What is the Arabic notation? *c.* What scale is involved in the Arabic notation?

- a, 4; b, 3; c, 3-
2. $(1\frac{2}{3} + 1\frac{1}{4}) + (3\frac{1}{3} - 1\frac{1}{4}) = \text{what?}$ proc. 5; ans. 5.
3. How many cubic feet of stone are in a block 7 ft. long, 5 ft. wide, and 4 ft. thick? By analysis. Draw a figure to illustrate the work. fig. 2; anal. 5; ans. 3.
4. An agent received \$492.45, with which to buy sheep, at \$7 a head, after deducting his commission of 5 per cent. How many sheep can he buy? proc. 5; ans. 5.
5. *a.* What is the *unit* of *capacity*, *b.* and the *unit* of *weight*, in the Metric System? *c.* Give the size of the unit of capacity, in terms of the Metric System. a, 3; b, 3; c, 4.
6. What principal, at 6 per cent. per annum, in 4 yr., 3 mo., 6 da., will produce \$192 interest? proc. 5; ans. 5.
7. What is the difference between the bank discount and the true discount on \$450, for 60 days, at 8 per cent. per annum? 5 proc.; 5 ans.
8. If a bin 8 ft. long, $4\frac{1}{2}$ ft. wide, and $2\frac{1}{2}$ ft. deep, hold $67\frac{1}{2}$ bu., how deep must another bin be made which is to be 12 ft. long and $5\frac{1}{2}$ ft. wide, to hold 250 bushels? By proportion. 5 proc.; 5 ans.
9. What must be the width of a walk extending around the outer part of a garden 100 feet square, that it may occupy $\frac{1}{8}$ of the garden plot? Draw a figure to illustrate the work. 2 fig.; 4 proc.; 4 ans.
10. *a.* When should assistance be given to a class in the preparation of an advance lesson? *b.* Why? a=5; b=5.

GRAMMAR.—1. It is thinking makes what we read ours. Correct. 10

2. What rules of spelling are involved in the formation of the present and past participles of regular verbs? 10
3. Write a sentence containing an infinitive used as the subject and followed by an adjective used as its complement. 10
4. Analyze: When the passive construction is used, the noun denoting what is asked or taught remains in the objective case, the direct object of the verb. 10
5. Punctuate and capitalize: this I think i may at least say that we should have a great many fewer disputes in the world if words were taken for what they are the signs of our ideas only and not for the things themselves *Locke* 10
6. I believe him to be honest. Parse *him* and *honest*. 2 pts., 5 each.

7. Every *Ohio* man believes he has been promised an *office*. Give the construction of *Ohio* and *office*. 2 pts., 10 each.

8. A civilized people has no right to violate their solemn obligations. Correct. 10

9. How do you distinguish between the use of *shall* and *will*? 10

10. I do not know *who* was in the garden. Parse *who*. 10

GEOGRAPHY.—1. Prove that the earth is spherical, and not cylindrical. 10

2. Define circumference, diameter, horizon. 3 pts., 4 off for each om.

3. Give the width of each of the five zones in degrees. 5 pts., 2 each.

4. What is an archipelago? In what ocean is the largest archipelago? 2 pts., 5 each.

5. In what zone only can a vertical pole cast no shadow at noon? Why? 2 pts., 5 each.

6. Which of the five races of mankind is most widely spread over the globe? 10

7. What countries bound France on the East? 10, 3 off for each om.

8. Name five State capitals that lie near the 40th degree of north latitude, and the States to which they belong. 10 pts., 1 each.

9. Name five valuable articles exported from Brazil. 5 pts., 2 each.

10. What island lies at the mouth of the St. Lawrence River? 10

HISTORY.—1. Why has migration in this country been nearly along parallels of latitude rather than along meridians of longitude? 10

2. a. Who were the Puritans? b. Why so called? a=4; b=6.

3. What first impelled the Colonies to political union? 10

4. What led to the alliance with France, 1778? 10

5. a. In what two Colonies was religious liberty most completely secured?

b. Under whose leadership were these Colonies settled? a=4; b=6.

6. What were the a. aim, and b. motive of the English Navigation Act of 1651? a=5; b=5.

7. Give a sketch of the early settlement of Indiana. 10

8. Name the most eminent American writers of history. 3 pts., 4 off for each om.

9. Give an account of Daniel Webster. 10

10. How can you interest your pupils in the study of history? 10

PHYSIOLOGY.—1. What are the respective uses of lime and of the animal substance in bones? 2 pts., 5 each.

2. Why does a fall not hurt a child so much as it does a grown person? 10

3. Why should school children not write with one side to the desk? 10

4. Wherein consists the superiority of the human hand? 10

5. What different directions would you give for recreation to those who labor with the mind and to those who labor with the body? 2 pts., 5 each.

6. Why do children require, relatively, more food than adults? 10

7. In what seasons of the year does the human system require larger proportions of the albumenoids? In what more of the fats and oils? 2 pts., 5 each.

8. How is the heart enabled to perform its function without friction? 10
 9. You enter a hall beneath which are large furnaces, and find the air cold, especially near the floor; how can the evil be remedied? 10
 10. What is color blindness? 10

THEORY AND PRACTICE.—1. Write a page or more on the teaching of writing in ungraded country schools, giving:—

1. The best method of classifying the pupils.
2. The time to be devoted to the exercise.
3. A method of teaching the several classes, so that all may write at the same time.
4. The materials to be used, and how supplied.
5. A plan of keeping and distributing books, pens, ink, etc.
6. The lessons to be given the youngest pupils, and their use of pen or pencil, paper or slate, etc.
7. The use to be made of the black-board. 1. to 100.

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED IN AUGUST—BY THE MEMBERS OF STATE BOARD.

ARITHMETIC.

Since 9 sq. ft. = 1 sq. yd.,

: 1 sq. ft. = $\frac{1}{9}$ sq. yd.

: 43204.5 sq. ft. = $\frac{1}{9}$ sq. yd. \times 43204.5 = 4800 sq. yd. + .5 sq. ft.

Since 30.25 sq. yd. = 1 sq. rd.,

: 1 sq. yd. = $\frac{1}{30.25}$ sq. rd.

: 4800 sq. yd. = $\frac{1}{30.25}$ sq. rd. \times 4800 = 158 sq. rd. + 20.5 sq. yd.

\therefore 43204.5 sq. ft. = 158 sq. rd., 20.5 sq. yd., .5 sq. ft.

or 43204.5 sq. ft. = 158 sq. rd., 20 sq. yd., 5 sq. ft.

2. The G. C. D. of 459 and 1054 is 17. Therefore 17 inches square is the largest squares he can make. $(1054 \div 17) \times (459 \div 17) = 62 \times 27 = 1674$, the number of squares he can make.

3. Since for $\frac{2}{3}$ of his mill he paid \$108,

then " $\frac{3}{4}$ " " would pay \$162.

Since 3 per cent. of his mill = \$162,

then 1 " " " = \$54.

" 100 " " " = \$5400.

4. (a) .0800; (b) .810; (c) .00017; (d) .225; (e) 200,025.

$$5. P = \frac{A}{1 + R \times T}$$

$$P = \frac{\$273.75 \times 100}{100 + 6 \times \frac{1}{2}} = \frac{\$273.75 \times 100}{109.5} = \$250.$$

$$6. \text{ The discount of } \$800 \text{ for } 33 \text{ da, at } 6 \text{ per cent.} = \frac{\$6 \times 33 \times 800}{100 \times 360} = \$4.40.$$

$\$800 - \$4.40 = \$795.60$, the proceeds.

$\$795.60 \times .015 = \11.934 , premium.

$\$795.60 + \$11.934 = \$807.534$, cost of the draft.

7. I P. M. — 10 hr. 7 min. 20 sec. A. M. = 2 hr. 52 min. 40 sec., the diff. of time between Quito and Sacramento City. 2 hr. 52 min. 40 sec. = $43^\circ 10'$ of long. $78^\circ 50' + 43^\circ 10' = 122^\circ$ W., the long. of Sacramento City.

8. (a) A pyramid is a solid whose base is a polygon and whose sides are triangles having a common vertex. (b) A trapezoid is a quadrilateral having only two sides parallel. (c) A sphere is a solid bounded by a curved surface, all points of which are equally distant from a point within, called the center.

9 Area of up. base = $4 \times 4 = 16$.

" " low. " = $9 \times 9 = 81$.

" " mid. " = $\sqrt{16 \times 81} = 36$.

" " mean " = $\frac{16 + 36 + 81}{3} =$

Vol. = $\frac{16 + 36 + 81}{3} \times 15 = 665$ cu. ft.

Cost = $\$60 \times 665 = \$39,900$.

10. (a) A rule is a concise description of a process. (b) and (c) Pupils should not be required to commit the text of rules, because when they do commit the rules the principles underlying the subject are lost sight of. They become too mechanical in their work. When the principles underlying the subject are too difficult for the pupils to comprehend, the description of the process should be given by the teacher orally, accompanied by explanations of the steps taken.

PHYSIOLOGY.—1. The vegetative functions are those which promote the nourishment and growth of the individual, viz: digestion, circulation and respiration. The animal functions are those which make him conscious of an external world, and bring him in relation to it; sensation, motion, volition, etc., etc.

2. The action of the skin is increased, and it becomes hotter; the heart beats more rapidly, and the appetite is increased. The increased action of the muscles in exercise demands a greater supply of blood, causing the increased action of the heart; the increased action of the skin helps to purify the blood by increased exhalation, and the increased demand for nourishment by all these organs creates an excited appetite.

3. The presence of food in the mouth and its taste excite the salivary secretion, while the muscular action in eating mechanically presses it from the glands.

4. By filling up a wound and closing the cut ends of a vein or artery.

5. Diseases of the substances of the lungs or of the investing membranes. By the constant presence of fresh, pure, dry air, and thorough cleanliness.

6. Because by it the exhalations from the affected body are constantly carried off and subjected to the action of purifying elements in the atmosphere at large.

7. Because the most of the nerves of the face are sent off from the brain

before the fibres decussate, while those to the trunk are sent off after decussation.

8. It is the power in the crystalline lens of accommodating itself to various distances by modifying its convexity by muscular action.

9. Of the red corpuscles.

10. Nutrition; the giving up to the tissues the proper elements for their nourishment, and receiving from them the worn out particles to be carried off.

GEOGRAPHY.—1. About 26 miles.

2. The annual revolution of the earth around the sun; the inclination of the earth's axis; and the shape of the earth's orbit.

3. It is very largely indented by bays and gulfs. The severity of the climate is greatly moderated, and the fertility of the coasts largely increased.

4. Cold, dry winds. Because when passing up the slope on which it strikes, it gradually grows colder, and loses its moisture, until it passes over the ridge.

5. A plateau is a high table-land. A plain is a low, level extent of country.

6. Upon heat and moisture.

7. Brazil, Java, Arabia for coffee; China and Japan for tea; Sicily, Cuba and Florida for oranges; Ireland and Germany for linen goods.

8. Greece, Portugal, China, Switzerland, Egypt.

9. The Mediterranean and Red Seas.

10. The Maumee and the Wabash Rivers.

GRAMMAR.—1. Every man is entitled to liberty of conscience and freedom of opinion if he does not pervert *them* to the injury of others.

2. Do I not love? Did I not love? etc.

3. He was elected president.

5. In the first person where the subject is also the speaker, *will* is used to express determination; *shall*, to express simple futurity.

6. *Be* is an infinitive, depending upon *him*. *Who* is a relative pronoun, predicate nominative after *might be*.

7. *Struck* is with *was* a verb, having *she* for a subject. *Dumb* is an adjective, modifying *she*, and used as an object after the passive verb *was struck*.

8. Neither despise *nor* oppose what you do not understand. *What* is a compound relative pronoun; the antecedent part is the object of *despise* and *oppose*, the relative part is the object of *do understand*.

9. Metal types were now introduced. Type had before been made of wood.

10. *Whatsoever* is a compound relative pronoun; the antecedent part is the object of *do*, the relative part is the object of *findeth*.

HISTORY.—1. The former is the "supreme law of the land"; the latter regulates matters relating to the interests of Indiana, and can not contain any provisions which are not subordinate to the former and in harmony with it.

2. By conquest, by purchase, and by treaty.
3. Hudson River and Hudson Bay.
4. The Articles of Confederation changed the Colonies into independent States. The Constitution united these States into a single Nation. The Continental Congress could *make* laws, but had no power to enforce them. The Constitution divides the legislative power into two branches, and also provides an Executive to enforce the laws.
5. The first railroad in America was built in 1827, from Quincy, Mass., to some stone quarries three miles distant, and the cars were drawn by horses.
6. They were considered heretics and disturbers of the peace because they could not subscribe to the rigid notions of the Puritans.
7. Whittier, Longfellow, Lowell.
8. (a) Gen. Meade commanded the Union forces, and Robert E. Lee the Confederates. (b) Destroyed the hope of invading the Northern States.
9. (1) By a Dutch trading vessel in 1620. (2) In 1863, by Abraham Lincoln's Emancipation Proclamation.
10. That they may be familiar with the origin and growth of their own country and the causes that produced the various results, and that they may be inspired with the love of country.

THEORY AND PRACTICE.—Ventilation.—It is important to secure pure air in school-rooms, and at the same time a proper temperature. Both are essential to health, comfort, and successful school work. If the air is impure, the pupils will suffer from languor, headache, and restlessness; if the temperature is too low feeble and more thinly clad pupils will be chilly and uncomfortable; if too warm, all will be dull and listless. What is needed is pure air of the right temperature and moisture.

It is difficult to meet both of these conditions when windows are the only means of ventilation. If open to admit pure air, the temperature is reduced, and children are often exposed to currents of cold air. The best way to avoid this is to open windows a little *at the top* after the room is sufficiently warm. It is better to open several windows a little each, than to lower only one window, except when the window thus lowered is near the stove and not too near the pupils. When there is wind, the windows should be lowered on the opposite or lee side of the room. Great pains should be taken to protect children from currents of cold air. Children are often injured by sitting near an open window or too near the stove.

Violent colds are often caused by sitting with wet feet or wet clothing, and, if possible, provision should be made for drying the same before taking the seats usually occupied by the pupils. This may cause some trouble, but health and comfort are worth trouble. Pupils should not be permitted, much less required, to sit with cold feet.

The teacher should also give special attention to the cleanliness of his school-room. If the floor is covered with dirt, a fine dust will rise as the pupils move about the room, and the dust-laden air will be breathed by the pupils. The best time for sweeping is after the close of school in the afternoon, but the dusting may be done in the morning, provided it is not done

too near the time for the opening of school. There is not only economy, but also comfort in a good supply of scrapers and mats at the outside door. The less dirt brought into the room the better.

A well-ventilated, well-warmed, and neat school-room will suggest the propriety of adding pictures, flowers, and other beautiful things. Attractive and pleasant surroundings exert a refining influence upon children. The value of a good picture in a school-room is very great.

The school grounds should be ornamented with shade trees, shrubbery and flowers. *These things pay.*

The answers in Reading and Orthography have been unfortunately delayed this month. The answers in History were not made by a member of the State Board as is usual. This statement is made to relieve the member of responsibility in case of mistakes.

The Twenty-ninth Indiana State Fair will be held at Indianapolis from September 26th to October 1st, 1881.

The largest Normal in the state, according to latest reports, was held at Bloomfield—136 in attendance. Theo. Menges, superintendent.

PURDUE UNIVERSITY.—The trustees are putting up an experimental building for an experimental station at Purdue. They are also making an addition to the conservatory.

The summer normal at Camden, exclusive of model school, enrolled about 80. S. B. McCracken and ——— Martin, the instructors, can congratulate themselves on their success.

The Southern Normal College seems to be prospering. At the laying of the corner-stone of the new building, Governor Porter, Supt. Bloss and others made speeches to a large and interested audience. The contractor has agreed to complete the building by the middle of November.

So marked was the success of the Normal at Veedersburg this summer, under the charge of J. Warren McBroom, of Covington, and A. N. Higgins, of Veedersburg, that it will be continued next summer at the same place—and this by the expressed wish of the teachers in attendance.

THE STATE UNIVERSITY—As is shown by its last report, is in a very prosperous condition. The attendance is large and growing; the standard of scholarship is fully up to that of any other college in the state; the discipline and general moral tone of the school are most excellent. President Moss is ranked with the very best educational talent in the state, and he is supported by an able faculty. The people of Indiana have reason to congratulate themselves on the character of their state university.

THE OBELISK.—This Old World curiosity was presented to the City of New York by the Khedive of Egypt. The whole height as it stood at Alexandria, including pedestal, 96 feet. Without pedestal, 68 feet 11 inches. Base lines of the shaft, 8 feet 3 inches; top lines of the shaft, 5 feet 4 inches. Weight about 186 tons. The two sides which were turned toward the Mediterranean are the most obliterated, from action of the sea air. Work began upon removal from Alexandria, October 30, 1879. Arrived in New York, July 20, 1880. Removed from Egypt and erected in Central Park, New York, by Commodore Goringe, U. S. Navy, at the expense of Wm. H. Vanderbilt. The whole cost of removal, etc., was over \$100,000.

The International Exhibition Company, which has been trying to sustain a permanent exhibition in the Centennial buildings at Philadelphia, have recently sent out the following notice to exhibitors:

"At a meeting of the stockholders of the International Exhibition Company, held on February 14th, 1881, the Directors were authorized and instructed to take measures at once to terminate the Exhibition. At a subsequent meeting of the Board of Directors, held Friday, August 12th, 1881, the building having been sold August 9th, 1881, the President was directed to notify the exhibitors to remove their exhibits as soon as possible, and that all exhibits must be removed by the first day of October, 1881, and that all goods not removed by said date will be disposed of according to law."

THE SCHOOL TROUBLE AT MUNCIE.

In June, 1879, John L. McClintock was elected by the Common Council of the City of Muncie, school trustee. April 1st, 1880, he presented to the Common Council his resignation, to take effect April 5th.

The Council elected Dr. Garret D. Leach to fill the supposed vacancy at the date of the resignation. He promptly qualified, and until June of the present year, held undisputed possession of the office.

At the regular meeting of the Council, held on the first Monday evening in June, that body was informed by the City Attorney that the vacancy caused by the resignation of McClintock had never been legally filled.

The Council at once proceeded to the election to fill the vacancy, and Harry Wysor was chosen. He promptly qualified, a meeting was held with one of the other members of the Board, and he was elected Secretary of the Board, the position filled by Leach for more than a year. Leach and the President of the Board refused to recognize Wysor, who then commenced suit against Leach for possession of the office, books and papers.

The case has been hotly contested, and has resulted in Wysor being declared the legal trustee. The court held that the election of Leach, before the taking effect of McClintock's resignation, was void, as there was no vacancy until April 5th. The defense undertook to make it appear that there was an abandonment of the office, but this effort was unsuccessful.

The defendant has taken an appeal to the Supreme Court, but it seems this has not prevented the treasurer, E. B. Bishop, and Wysor, clerk, from proceeding with the work necessary to insure the opening of the schools at the usual time. Muncie has been badly "torn up" over this matter, but it is to be hoped that no serious injury to the schools will result from the contest. Under the present arrangement Mr. McRae remains master of the situation.

SPELLING TEST.

The following list of words was submitted to the teachers of Montgomery County Institute by the superintendent, and a prize of \$5 was offered. About thirty-five teachers entered the contest. The highest number of words spelled of the 50, was 41. The greatest number of words missed by any one was 44.

Apostasy	Bicycle	Euchre	Guerrilla	Lachrymal	Rendezvous
Artesian	Bivouac	Empyrean	Guillotine	Mishawaka	Rensselaer
Ascension	Bologna	Elecampane	Gauge	Missouri	Shekel
Antitypical	Bronchitis	Exchequer	Howitzer	Natchez	Sauerkraut
Axletree	Bowie-knife	Fogginess	Kaleidoscope	Psychology	Cheyenne
Baton Rouge	Bilious	Geyser	Laurel	Physique	San Joaquin
Bacon Ayres	Caisson	Ghoul	Lacquer	Portuguese	Terrace
Butte	Dyspepsia	Glycerine	Labyrinth	Prairie du Chien	Wurtemberg
Brail					Ypsilanti

COUNTY INSTITUTES.

HAGERSTOWN, IND., August 11.

WAYNE COUNTY. — Wayne County Institute closed yesterday. It was held at Hagerstown. One hundred and sixty-four enrolled and paid tuition. Over two hundred were in attendance. In all essential respects it is declared the best institute ever held in the county. Prof. L. H. Jones, of Indianapolis, and Mrs. Emma Montgomery McRae, of Muncie, were the special instructors employed. The teachers gave superintendent Macpherson a substantial endorsement in the shape of the unabridged American Cyclopaedia. The following was unanimously adopted:

Resolved, That we view with the deepest interest and gratification the progress made in the common schools of the state under the excellent plan of county superintendency which has been in operation for the past few years, and that we do not hesitate to record our unqualified approval of this feature of the school-system.

Supt. Bloss and Pres. Geo. P. Brown were present and addressed the institute. The latter lectured one evening on "The Influence of the Printing-press upon Modern Education."

Seventy-seven teachers underwent examination the day following the institute.

PUTNAM COUNTY.—Institute was held August 15th–19th. The principal workers were Dr. J. E. Earp, Dr. P. S. Baker, and F. P. Adams. Other instructors were J. N. Study, Mr. Eddingfield, W. B. Sinclair, Wm. Bosson, and F. O. Beall. The general interest was good, the teachers taking part in the work. Enrollment about 300, with a good average attendance. The new superintendent, Mr. L. E. Smedley, is making a good start, and giving general satisfaction.

BENTON COUNTY.—The Benton County Teachers' Institute convened at Fowler, August 22d, and continued five days. The 134 teachers present showed that Benton county is alive to the interests of education. Our excellent superintendent was ably assisted in his work by J. G. Laird, of Stockwell, S. D. Crane of La Grange, E. D. Bosworth of Oxford, and J. B. Ragan of Fowler. At the close of the session the institute passed resolutions indorsing Supt. Johnson's policy, and favoring the present system of county superintendency. The schools of Benton county, so long in the background, will grow under the leadership of Supt. Johnson, march steadily forward, and ere long take rank with the best schools of the state.

S. A. KENDALL, Sec'y.

NORTH VERNON, August 19, 1881.

JENNINGS COUNTY.—The Jennings County Institute was held at North Vernon. It began on the 15th of August and continued in session five days. Messrs. Locke, Brown, Hadley, Almon and Saunders were the special instructors. The following subjects were well presented and discussed: Reading, Arithmetic, History, Penmanship, Language, Drawing, Physiology, and School Government. The total enrollment was 103. The instruction was first-class, and under the efficient management of Supt. T. C. Cope the Institute was a decided success. Jennings county is slowly coming to the front. Our teachers are enthusiastic, and have organized a county association.

F. E. LITTLE, Sec'y.

DAVISS COUNTY.—The Daviess County Teachers' Institute met at Washington, August 15th to 19th, inclusive. Our home teachers did most of the work. D. E. Hunter was with us the last two days. Supt. Milam, of Knox, and Supt. Williams, of Martin, favored us with their presence during the week, doing good work for us. Our home workers were Hamlet Allen, James M. Boyd, Sam. Boyd, Thos. A. Crosson, and J. W. Stotts. We also had assistance from teachers of the Washington graded schools, viz: Misses Roddick, Agan, Evans, Allen, and Mrs. C. E. Smith. Great interest and enthusiasm were manifested during the entire session. Supt. Geeting deserves much credit for his good management. One hundred and twenty-three teachers were enrolled, with an average daily attendance of 92.

D. M. GEETING, Co. Supt.

W. S. DAVIS, Sec'y.

BARTHOLOMEW COUNTY.—The annual session of the county institute closed Friday, August 12th, 1881. The attendance was good and the interest continued to increase until the close, notwithstanding the thermometer reached 100 degrees in the shade during the week. The enrollment was 150 besides

a large number of visitors. "Attention!" the watchword given by the superintendent in his opening address, could not have been better. The principal instructors were State Supt. J. M. Bloss, Jesse H. Brown, of Indianapolis; Prest. W. T. Stott, of Franklin College; W. A. Bell, of the School Journal, and the home workers, A. H. Graham, Dr. S. T. Richman and Supt. J. M. Wallace. The work done, with some exceptions, followed the plan of the "Institute Manual," and could hardly have been improved in matter or manner. Condensation was the rule with the instructors, and every lecture was a real feast for the teachers. Among the visitors who took part were F. P. Adams, from the Danville Normal, L. Mobley, of Hartsville, L. J. Hancock, of Montezuma, and J. M. Olcott, of Indianapolis, all of whom did good work. Evening lectures were given by Supt. Bloss and W. A. Bell. All think it by far the best institute ever held in the county.

LETTIE DILLON, Sec'y.

PIKE COUNTY.—The Pike County Teachers' Institute was held at Petersburg, beginning August 15th, 1881. The exercises of Monday were conducted by the superintendent and home teachers. Tuesday morning Prof. W. H. Fertich, of Mishawaka, was present and greatly helped to remove the rust that had accumulated during the past year by his well-conducted exercises in Reading, Language Lessons, School Government, Opening and Closing School, and Punishment. He lectured on Wednesday evening—subject, True Manhood—and gave a public entertainment on Thursday evening. Both were well attended. The enrollment reached 90, which is 90 per cent. of the teachers in this county. The average daily attendance was 95 per cent. of the enrollment. The institute was informal throughout. This, at first, did fair to injure its progress; but after a while those that thought an institute could not be conducted without music, calling the roll twice a day, and reading the minutes each morning, became interested, and the idea of formality buried itself in the soil of thought. Each teacher went home with an inspiration for the work before him. Our superintendent deserves credit for calling attention to the points directly connected with the teacher's work; also for making explanations of indefinite points in school reports. Surely Pike county teachers will be better prepared for their winter's work, and we predict more uniformity in monthly reports and school government.

J. T. MILLER, } Sec'ts.
J. L. MOUNT, }

UNION COUNTY.—Union County Teachers' Institute convened at Liberty, August 22d, Supt. C. W. Osborne in the chair. J. B. Roberts, of Indianapolis, gave very interesting lessons each day on the subjects of Arithmetic, Grammar, and Reading. J. F. Warfel, of Ladoga, entertained the institute in a highly creditable manner on the subjects of Physiology, Geography, and United States History. L. M. Crist took an active part in the institute, giving instructions in Geography, also other miscellaneous exercises. J. W. Short gave two very interesting lessons on the subject of Composition. Mr. Leech, one of the energetic and hard-working teachers of our county, gave three lessons on the subject of Penmanship, which will be of value to the

teachers if carried out. Very able lectures were given each evening during the week, except Friday evening, which was occupied by the teachers in the nature of a literary entertainment, which was a success in every feature. Whole number enrolled 49. General average 45. The following resolutions were unanimously adopted by the institute:

WHEREAS, Our worthy co-laborer, ex-county superintendent L. M. Crist, has been called to new fields of labor in the educational work, we, the teachers of Union county, feeling our loss and appreciating his labors with us in the school work for the past six years, do hereby adopt the following resolutions:

Resolved, That in our associations with L. M. Crist as a laborer in the cause of education in our county, we have always found him persevering, obliging and earnest.

Resolved, That by his being called to new fields of labor in the educational work, the schools of Union county sustain an irreparable loss.

Resolved, That we bespeak for him and Mrs. L. M. Crist a most cordial welcome among educators in whatever field they may be called to labor.

And be it further Resolved, That a copy of these resolutions be presented to L. M. Crist, and one copy each to the Liberty Herald, Liberty Mail, and Indiana School Journal.

. H. E. DuBois, Sec'y.

The North Judson Normal, under the direction of G. A. and W. E. Netherton, will open Sept. 20th.

PERSONAL.

Geo. W. Young rules at Napoleon.

M. T. Carmody is principal at Morris.

Geo. C. Tyrrell is principal at Sunman.

Will. S. Heck is principal at Batesville.

A. L. Lamport will remain at Waterloo.

Will. P. Hart has the Versailles schools.

Samuel Webster wields the birch at Olean.

C. G. Day holds the post of honor at Poston.

W. P. Myers is still superintendent at Auburn.

J. C. Gregg will remain at Brazil the coming year.

W. S. Almond enters upon his fifth year at Vernon.

W. B. Sinclair has charge of the Cloverdale schools.

Eiam Harvey is principal of the Mooresville schools.

Wm. M. Van Dyke continues in charge at Pierceville.

Robert N. John will follow John P. Mather at Dublin.

Lee Ault is again in charge of the Hagerstown schools.

A. J. Johnson is principal of the Carthage schools.

J. Carey Smith is to be principal of the schools at Raysville.

Miss Libbie Jarrett is the new Supt. of the Danville schools.

J. W. Smith has charge of the McCordsville schools this year.

W. C. Washburn is continued principal of the Charlestown schools.

Anna B. Morris changes her location from Thorntown to Lebanon.

John W. Hanan will superintend the Mongo schools the coming year.

J. W. Landrum is principal of the Seventh District School, Terre Haute.

J. T. Emerson, of Gibson county, is the new Supt. of the Boonville schools.

J. W. McBroom will remain at Covington another year at an increased salary.

H. B. Morse, a graduate of Hanover, is principal of the Franklin high school.

W. B. Huron, of Hendricks county, is to have charge of the Osgood schools this year.

S. B. McCracken, who graduated at the State Normal last year, is principal at Camden.

James I. Hopkins, the Elocutionist, will teach in Montgomery county the coming year.

J. T. Dobell, late of Howard county, is now a member of the Evansville high school faculty.

P. B. Triplett, late Supt. of Clay county, will be principal of the Harmony schools the coming year.

Henry Gunder, formerly of North Manchester, is the new superintendent of the New Castle schools.

E. W. Kemp, the new superintendent of the Franklin schools, is a graduate of the State Normal school.

Jas. A. Wood has been re-elected Supt. of Salem. The coming year will make his fifth in charge of the Salem schools.

Thomas Bagot, Supt. of Ripley county, enjoys the confidence and good will of his teachers to an unusual extent.

W. E. Lugenbeel, of the Southern Indiana Normal, did some excellent work in arithmetic in the Ripley county institute.

The trouble at Crawfordsville has terminated, and W. T. Fry will remain, by general consent, as superintendent of the schools.

Geo. P. Brown, Prest. of the State Normal, has visited and done work in an unusually large number of institutes this summer.

W. E. Netherton, Supt. of Pulaski county, proposes to make the "Normal Wave" a permanent institution, published semi-monthly.

A recent visit to Evansville found the new Supt., John Cooper, hard at work, putting things in shape for the opening of the schools.

W. T. Stilwell, former superintendent of Gibson county, was the recipient of a \$20 rocking chair as a gift of the teachers at the late institute.

Alpheus Hadley, of Illinois, has been elected principal of the New London schools *vice* Horace G. Woody, who takes the Kokomo high school.

Wm. H. Tibbals, formerly associated with John Ogden in the normal school at Worthington, O., is now principal of Union Seminary at Poland, O.

George Vinnige, of Kokomo, for the past two years principal of the New Castle high school, has been elected principal of the high school at Connersville.

State Supt. Bloss has not yet recovered from the injury received in his fall from a street car while in Chattanooga, on his way to the National Association.

Robert Spear, formerly of Owen county, but for a few years past a student in the Valparaiso Normal School, is now teacher of Science in the Evansville high school.

John C. Macpherson, Supt. of Wayne county, was endorsed by his teachers at the close of his institute, to the extent of The American Cyclopaedia. Certainly a hearty endorsement.

J. H. Martin, for many years past superintendent of the Franklin schools, and also of the Johnson county schools, has been elected superintendent of the Madison schools. A merited promotion.

Henry Greenawalt, who has for the 13 past years been connected with the Terre Haute schools, during that time was neither tardy nor absent, and did not miss a single monthly teachers' meeting.

Abram Brown, who is well known to many teachers in this state as an affable book agent, has been elected principal of the Columbus, O., schools, and will return to his old work and old place.

A. J. Snoke, at the close of the school year, was re-elected superintendent of the Princeton schools; he was also elected superintendent of the Jeffersonville schools and of the Muncie schools. He decided to remain in his old place.

Wm. E. Lucas, of Rush county, this state, who graduated a few years ago at Cornell University, and who has been tutor in his *alma mater* since, has just been elected "Assistant Professor of Rhetoric and Composition" in the same institution.

Mary E. Cumberland, of Crawfordsville, for several years teacher in the Lafayette high school, who spent last year in Wellesley College studying English literature, has been appointed teacher of English literature in the Indianapolis high school.

Allen Moore, who has been superintendent of the Antioch schools for several years past, will go to Stanberry, Mo., the coming year to engage in permanent normal school work. He is one of the rising young teachers of the state, and will be a loss to the educational force of the state.

¶ J. B. Merwin; the live editor of the "American Journal of Education," of St. Louis, delivered the Baccalaureate address at the commencement of Sam. Houston Normal Institute, at Huntsville, Texas. One writer pronounces the address "the finest educational address ever delivered in Texas."

J. V. Coombs, for several years past principal of the Ladoga Normal School, is now sole principal of the normal school located at South Carrollton, Ky., A. J. Youngblood, associate principal, having resigned to accept another position. Mr. Coombs is hard at work, occasionally re-visiting Indiana, and reports the prospects for a large school very flattering.

Miss Annie S. Peck, of Providence, R. I., has been appointed as instructor of Latin at Purdue University. Miss Peck is a graduate of Rhode Island State Normal School, and also of Michigan University. She has had great success in teaching, preparing students in Latin, Greek, and Mathematics, for entrance to Yale, Princeton, and Brown. Last June she took the degree of A. M. at Ann Arbor.

Prof. J. Baldwin, well known as the principal of pioneer normal schools conducted in Logansport and La Porte, Ind., many years ago, and who has for several years past been principal of the State Normal at Kirksville, Mo., has just been tendered the presidency of the Sam. Houston Normal Institute at Huntsville, Texas. The school is well endowed. It not only furnishes free tuition, but also free board, washing and text-books.

COLUMBUS —A. H. Graham is now entering upon his *thirteenth* year as superintendent of the city schools of Columbus. J. Walter Wallace has been promoted to the principal's place in the Fourth Ward school, Columbus, *vice* M. E. Locke, resigned. Miss Alice Long, late of the "Oratorical Contest," will have charge of the B Grammar in the Columbus schools, *vice* S. T. Richman, who enters upon the practice of medicine. Mrs. B. R. Sanders, as principal of the high school room for the last 9 years, and Miss Callie D. Laird, principal A Grammar for the past 8 years, still retain their old places. B. M. Remy has been the principal of the First Ward school since its erection in 1876.

BOOK TABLE.

The Indiana Baptist is the name of a new weekly paper, edited and published by Rev. G. H. Elgin, pastor of the North Baptist Church, Indianapolis, and U. M. Chaille, teacher in the Indianapolis schools. The name indicates the character and purpose of the paper. The first issue looks well and contains much interesting matter. The proprietors are capable of making a paper that will be acceptable and useful to Indiana Baptists.

Elements of Algebra. By G. A. Wentworth, A. M. Boston: Ginn, Heath & Co.

The above is a book of nearly 400 pages, printed in type every letter and figure of which is clear and distinct. It contains nearly four thousand examples for practice, which have been tested in class—the much complicated ones having been excluded. The best foreign authors have been consulted in the selection of these examples, but not any American authors.

The author has recognized the relative importance of factoring and fractions by giving more space and illustrations to these parts than is generally given. The definitions and rules are short, but clear; the rules always following the illustration.

One very commendable feature is the solution and explanation of a large number of examples, thus not only exhibiting the best method of dealing with the different classes of problems, but also the best arrangement of the work—a thing much needed. The subjects of fractional and negative exponents are clearly treated.

There are two editions, one without answers; the other having answers bound in the back of the book. The answers may also be obtained bound in a separate volume. The book gives all that is needed in high schools and academies on this subject, and ranks with the best of its class.

Robertson's Living Thoughts—A Thesaurus. By Kerr Boyce Tupper; with an introduction by Prof. Wm. C. Richards.

Any one at all familiar with the writings of Frederick W. Robertson, needs not be told that a careful selection of his best thoughts, as found in his sermons, lectures, and letters, make a most charming volume. All his writings are well worth reading. This volume of 250 pages is the *cream*, the best he has said. The book is a treasure-house of rich thoughts. It is published by S. C. Griggs & Co., of Chicago.

KINDERGARTEN.—Miss Alice Chapin will begin her Normal Class for training Kindergartners Sept. 18th, at 456 N. Meridian St., Indianapolis. Good English education, love for children, and tact with them necessary.

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No. 10.

EXCERPT OF AN ESSAY ON TOBACCO.*

H. M. McKNIGHT.

ON account of the serious and pernicious effects on the nervous system, and indeed the whole body, we will first consider the physiological and pathological results. Tobacco is a very depressing nauseant and a severe emetic. It is locally an irritant to the mucous membrane, and produces burning sensation at the epigastrium; remotely it is a narcotic, sedative and laxative, diuretic and anti-spasmodic. It slows the heart by its poisonous effects, by its action upon the cardiac plexus of the sympathetic nerve. The local stimulant is shown in the effect of its powder on the nostrils and of the smoke upon the salivary glands. The emetic effect of tobacco is doubtless the product of three factors: its cerebral action, its local irritation of the gastric mucous membrane, and its specific emetic property. The secretions of the intestinal mucous membrane are increased, and the muscular layer is thrown into tetanic contraction, whence the catharsis which follows its administration. Applied to a wounded surface tobacco produces the same effects. Its active principle, nicotia, diffuses into the blood with great rapidity. In the mode and intensity of its action it corres-

* This is the principal part of a prize essay read before the Montgomery county institute. Supt. Overton offered a prize of \$5 for the best essay on the Use of Tobacco. Mr. McKnight captured the money.

ponds to prussic acid. If taken internally it is a powerful narcotic poison, the effects of which indicate depression, both of the cerebral functions and of the heart, and death occurs in connection with the one and sometimes the other, or both. The narcotic effect of the smoke when inhaled is more apt to affect the brain, and its infusion to affect the heart. When the infusion taken is an insufficient quantity to prove fatal its effects are seen and its difference noted; for it causes copious perspiration, excessive faintness, fluttering of the heart, and great feebleness of the pulse; while smoke is more likely to produce sickness and vomiting, followed by drowsiness and often by a prolonged lethargy.

Taylor narrates a case where a lethal dose of nicotine was administered and a fatal result ensued in three minutes after the poisonous dose. The critical study of the effects of nicotine upon the physical system has been aided by experimenting upon animals. It has been found that when a heavy dose of nicotine is given, the action of the heart continues after respiration ceases. Its cavities are found empty or containing black fluid blood. Therefore, tobacco is not a cardiac poison; but when a full medicinal dose is given the depressed circulation noted is no doubt due to the interference with the pulmonary functions. Benham says, "Applied directly to the muscular tissue of the heart, nicotia does not impair its contractile power." The blood in the body is black and fluid, but its contact with oxygen restores its color. Death comes because the muscles of respiration are paralyzed. In the language of another, "The end-organs of the motor nerves lose their excitability, next the trunks of the nerves, and then the spinal chord, but the muscular irritability is unaffected."

Another direful result from the use of this narcotic is color-blindness; this is the origin of much trouble in railroad and naval affairs. The excessive use of it causes a form of amaurosis with atrophy of the optic nerve.

Second, and perhaps the more important, are the immoral effects to be considered. Life is a continual struggle. Youth is the time when it is most susceptible to the influences thrown

around it; there is in each life a germ of passion that will be educated into love or lust; influences both seen and unseen are at work moulding their character, and, O, what need of a master player upon that instrument—the soul—to bring out harmony instead of discord, and pure instead of false tone. Could the shiftless and dissipated men of our country be elevated, morally, to a position where they could answer a question with all fairness, would they not exclaim as with the voice of one man that this dangerous and filthy practice of using tobacco had fastened its fangs upon them in their youth? Then how careful we should be to strengthen the good element and suppress the evil. How often we wonder why some spirits take a wayward course; but we must remember how very, very little, at the turning point from youth to manhood, it takes to tip the scales one way or the other. So hard is life, so difficult to find the happy mean. Each good word, act, motion, look, strengthens a good principle; but each bad action weakens and undermines both soul and body.

We have tried to show by physiological principles that health is endangered and that premature deaths occur from this deadly poison; but in not a few cases is it not a matter merely of character and morals, but virtue. Facts will bear us out in the assertion that this habit has inflamed the appetite for strong drink and paved the way for idleness and dissipation. Then, the whole being becomes steeped in sin; the flood-gates of evil are opened and it flows on and on in an uninterrupted sway; the soul is prostituted in sordid schemes; honesty is sacrificed; truth violated; chicanery and artifices are stooped to; callings are followed which strike death-blows at good order and the rights of the people. Thus we see that tobacco is the Alpha of destruction, both physically and morally. The number of devotees following this abominable practice is, indeed, alarming; the deleterious influence of this dangerous drug is testified against by the most respectable characters in the medical profession; yet in the face of all this the schools of our country are in many cases the hot-beds which breed this loathsome disease; that is the place where the example is set by some one, perhaps by the teacher;

curiosity is excited in the young minds; the execution of this same thing becomes a study; the still small voice speaking to them in almost thunder tones that this is wrong, frightens them, and they creep around stealthily, stain their body and taint their character with the pernicious weed! Once tried, a second experiment becomes easier; and a habit coils round and round the young spirit like the monstrous snake around Laocoon until he is bound hand and foot.


Ah, it is the stratagem of the adversary to lure him on into society, and he is at par in the fashionable circle, but a bankrupt in character; at par with his supposed friends, not because he has brain and heart culture, which he is undoubtedly lacking, but at par on account of the glitter of coin in his possession. The too oft repeated tale closes the scene; the curtain of charity drops, and a spirit full of remorse passes into the "undiscovered country."

But, beautiful is the conscientious young man who resists temptation, not without a struggle, for that is not virtue; his virtue is tried by sarcastic remarks which almost break his spirit, but he holds fast to his moorings with his own pure touch.

Finally, in admonition to those who are yet unspotted, stand firm; and to those whose spirits succumb to the body, be content with all the comfort the Bible can give you: "He that is filthy let him be filthy still."

THE EDUCATION OF THE COLLEGE.

JOHN E. EARP, PH. D., OF ASBURY UNIVERSITY.

 AROUND us are positions of usefulness awaiting the occupation of those who are competent to fill them. The demand for men of ability is very great—greater than the supply. Never in the history of the past was there such a loud and urgent call for able, trustworthy, faithful, energetic men, as comes to the youth of the present. The scramble for position is great, but

not among good men. Good men are called faster than they can be found. The struggle for place is great, but not among competent men. Every community and profession has an abundance of room for them. Happy is he who is not compelled to beg for work, but whose services are constantly in demand. The greatest good we can render our children is to prepare them for life in such a manner that society, the church, and the state shall need their services.

For such men our country and times afford great opportunities. The promised land is this Mississippi Valley in which we live. To us are coming by the hundred thousand people of other climes and races. The center of population for the nation is within two hundred miles of us. Before the young men of twenty years shall have passed away, that population will number 150,000,000.

The demands of this age are for men of might, men mighty enough to rule themselves; for that is more difficult than to rule others. Men mighty enough to influence others to rule themselves are wanted. To do this, men must have ideas. Once men ruled with clubs, as did Hercules. But the club is not strong enough now; it does not reach far enough. Once men ruled by the sword; but they that take the sword perish by it. To live and yet have power, we must have ideas, must be men of ideas; men whose minds are trained for quick action, who can think acutely, at whose commands are the storehouses of all past and present knowledge.

Rufus Choate, addressing the people of Massachusetts, told them twenty years ago that the numerical center of the country would soon shift to the great West, and to exert influence in the councils of the nation Massachusetts must depend upon the mental superiority of her representatives. Dr. Maclay, writing from China, tells us that henceforth the Church must so modify her missionary policy as to give more attention to her educational work, in order to establish herself firmly in foreign lands. Jules Simon, the French statesman, tells his people that the future position of France, as a European power, will depend upon the intelligence of the masses. During the Paris Exposition of 1867

the London Society of Arts sent fifty-two workmen to visit and report on the products and industry exhibited. One of them writes: "The mere mechanical workmen stand not the slightest chance with the workmen of cultivated taste." Another says: "How few men know anything of the material in which they work. Yet such knowledge would sweeten daily toil, would open the treasure-house of thought, and enable a man to convert to new uses elements of force by which he is surrounded, and enrich the nation by adaptations and modes of economizing means now in use." A third declares that England must soon adopt a system of technical education, or be driven from the markets of the world. In 1870 the Commissioner of Education, having addressed inquiries to certain prominent manufacturing establishments, asked whether they would "choose for positions of trust those possessing a superior education or those unable to read and write?" The following answers were elicited:

1. Those possessed of superior education.
2. Generally the better educated the foremen, the better they do.
3. Those possessing a superior education.
4. Educated men.
5. We prefer superior education.
6. The best educated men, of course.
7. I should have no hesitation in choosing those who have the best education.
8. The educated.
9. Those possessing a superior education.
10. Prefer always the highest education.

If the power of the mechanic be increased so greatly by education, how much more must this be true of those who, having the means and opportunity of acquiring a liberal education, can continue their mental culture much longer than the industrial classes?

Furthermore, education of the mind is generally accompanied by efforts designed to build up moral and religious character. This is especially true in the higher institutions of learning. In many of them the development of character and the promotion

of a religious life are among the express objects had in view. Many get the idea from sensational news items furnished to the press, too often by irresponsible and unscrupulous persons, and by the occasional freaks of the few adventurous and aimless youths who find their way into college halls, that student life is immoral. On the contrary, for honesty, trustworthiness, generosity, religious zeal, and all the elements which constitute a vigorous manhood, there are nowhere to be found so many splendid examples as in the colleges of our country. Why not? Do they not come from Christian homes? Are not their instructors Christian men? Is not the whole tendency of culture to produce men of noble lives?

Referring again to the inquiries addressed by Mr. Eaton to manufacturers, the following replies were sent bearing upon the relation of education to good morals:

1. The educated workman is by far the best citizen.
2. Minors will believe an educated man before any one else.
3. Social standing is in proportion to mental culture.
4. I look on education as the lever by which men are raised to be good, patriotic citizens.
5. The better educated, the more refined the workmen.
6. They make better citizens when educated.

With but few exceptions all the answers recorded are of the same tenor as the above.

What has been said tends to show, not only the value of education, but of higher education. The results fully justify our expectations. A few like Lincoln have risen to eminence despite the meagerness of early opportunities. None can be more deeply conscious of their lack in this respect than they. Occasional failures, resulting from natural incapacity, want of application, and ill-balanced minds, diseases which no college can cure, have led superficial observers to think that a little schooling is better than a good deal; that a partial education is better than a complete one. On the contrary, never did there exist such a profound appreciation of thorough education as to-day. Everywhere are the tests becoming more rigid and the requirements greater.

Besides, had we no other reason in favor of collegiate education, the eminence and usefulness of the graduates of the colleges indicate the efficiency of their work. Macaulay, himself a graduate of Cambridge, notes the fact that Warren Hastings, the greatest ruler India ever had, was one of the most brilliant students of Westminster. Gladstone graduated from Oxford in 1831; while six of the seven members of a recent English cabinet were college men. Luther and Erasmus, Wesley and Edwards, came from college halls. During the first half of this century Harvard University sent forth the great historians, Prescott, Motley, and Bancroft; the poets, Holmes and Lowell; clergymen like Phillips Brooks; orators like Everett; Emerson, the philosopher. Bryant graduated from Williams College; Daniel Webster and Rufus Choate from Dartmouth; Longfellow and Hawthorne from Bowdoin.

Our Western colleges have been in existence scarcely long enough for their alumni to have reached that age when men accomplish their best work. Within the past twenty years, however, their graduates have been rising rapidly into positions of influence and preferment.

GREENCASTLE, IND.

GRUBE'S METHOD.*

BY PROF. LOUIS SOLDAN.

[*Principal of the St. Louis Normal School.*]

ARTICLE I.

“**E**VERY text-book of primary arithmetic professes to teach the numbers in some way or other,” says Grube; “but to know a number really means to know also its most simple relations to those numbers, at least, which are smaller than it.” Any child, however, who knows a number and its relations, must be also able to perform the operations of adding, subtracting, etc., for they are nothing but the expression of the relation

* From “Essay on Elementary Instruction in Arithmetic.”

in which one number stands to others. Each example shows what must be added to or subtracted from a number to raise it or lower it to equality with another; or, as in multiplication and division, it sets forth the multiple relation of two numbers. The four processes are the direct result of comparing, or "measuring," as Grube calls it, two numbers with each other. Only when the child can perform all these operations, for instance, within the limits of 2, can it be supposed really to have a perfect knowledge of this number. So Grube takes up one number after the other, and compares it with the preceding ones in all imaginable ways, by means of addition, subtraction, multiplication, and division. This comparing or "measuring" takes place always on external, visible objects, so that the pupil can see the objects, the numbers of which he has to compare with each other. The adherents of this method claim for it that it is based on a sound philosophical theory, and that it has proved superior in practice to the methods in use before its invention.

Some of the most important principles of this method of instruction are given by Grube in the following:

"1. (Language.) We can not impress too much upon the teacher's mind that each lesson in arithmetic must be a lesson in language at the same time. This requirement is indispensable with our method. As the pupil in the primary grade should be generally held to answer in complete sentences, loud, distinctly, and with clear articulation, so especially in arithmetic, the teacher has to insist on fluency, smoothness, and neatness of expression, and should lay special stress upon the *process* of solution of each example. As long as the language for the number is not perfect, the idea of the number is defective as well. An example is not finished when the result has been found, but when it has been solved in a proper way. Language is the only test by which the teacher can ascertain whether the pupils have perfectly mastered any step or not.

"2. (Questions.) Teachers should avoid asking too many questions. Such questions, moreover, as, by containing half the answer, prompt the scholar, should be omitted. The scholar must speak himself as much as possible.

“3. (Class and Individual Recitation.) In order to animate the lesson, answers should be given alternately by the scholars individually, and by the class in concert. The typical numerical diagrams (which, in the following, will continually re-appear) are especially fit to be recited in concert.

“4. (Illustrations.) Every process and each example should be illustrated by means of objects. Fingers, lines, or any other objects will answer the purpose, but objects of some kind must always be presented to the class.

“5. (Comparing and Measuring.) The operation at each new stage consists in comparing or measuring each new number with the preceding ones. Since this measuring can take place either in relation to difference (arithmetical ratio), or in relation to quotient (geometrical ratio), it will be found to comprise the first four rules. A comparison of two numbers can only take place by means of one of the four processes. This comparison of two numbers, illustrated by objects, should be followed by exercises in the rapid solving of problems and a view of the numerical relations of the numbers just treated, in more difficult combinations. The latter offer a good test as to whether the results of the examination of the arithmetical relations of the number treated, have been converted into ideas by the process of mental assimilation. In connection with this, a sufficient number of examples in applied numbers are given to show that applied numbers hold the same relation to each other that pure numbers do.

“6. (Writing of Figures.) On the neatness in writing the figures the requisite time must be spent. Since an invariable diagram for each number will reappear in all stages of this course of instruction, the pupils will soon become able to prepare the work for each coming number by writing its diagram on their slates.”

It will appear from this that Mr. Grube subjects each number to the following process :

I. Exercises on the pure number, always using objects for illustration.

a. Measuring (comparing) the number with each of the pre-

ceding ones, commencing with 1, in regard to addition, multiplication, subtraction, and division, each number being compared by all these processes before the next number is taken up for comparison. For instance, 6 is first compared with 1 by means of addition, multiplication, subtraction, and division,

$$(1+1+, \text{ etc.}=6; 6 \times 1=6; 6-1-1, \text{ etc.}=1; 6 \div 1=6,)$$

then with 2, then with 3, and so forth.

b. Practice in solving the foregoing examples rapidly.

c. Finding and solving combinations of the foregoing examples.

II. Exercises on examples with applied numbers.

In the following, Mr. Grube gives but the outline, the skeleton as it were, of his method, trusting that the teacher will supply the rest. The sign of division, as will be explained below, should be read at the beginning, "from . . . I can take away . . . — times." By this way of reading, the connection between subtraction and division become evident.

FIRST STEP.—*The Number One.*

"As arithmetic consists in reciprocal 'measuring' (comparing), it can not commence with the number 1, as there is nothing to measure it with, except itself as the absolute measure."

I. The abstract (pure) number.

One finger, one line; one is once one. The scholars learn to write:

$$\begin{array}{c} | \qquad \qquad 1 \\ | \qquad \qquad 1 \times 1 = 1 \end{array}$$

II. The applied number.

What is to be found *once* in the room, at home, on the human body?

SECOND STEP.—*The Number Two.*

I. The pure number.

a. Measuring (comparing).

$$\begin{array}{c} | \qquad \qquad 1 \\ | \qquad \qquad 1 \end{array} \quad \begin{array}{c} | \qquad \cdot \qquad | \qquad \qquad 2 \\ \left\{ \begin{array}{l} 1+1=2. \\ 2 \times 1=2. \\ 2-1=1. \\ 2 \div 1=2. \end{array} \right. \quad \text{(Read: From 2 I can take away 1 twice.)}$$

2 is 1 more than 1. 1 is 1 less than 2. 2 is the double of 1, or twice 1. 1 is $\frac{1}{2}$ of 2.

b. Practice in solving examples rapidly.

$$1 + 1 = ? \quad 2 - 1 = ? \quad 2 \div 1 = ? \quad 1 + 1 - 1 \times 2 = ? \text{ etc.}$$

c. Combinations. What number is contained twice in 2? 2 is the double of what number? Of what number is 1 one-half? Which number must I double to get 2? I know a number that has in it 1 more than 1. Which is it? What number have I to add to 1 in order to get 2?

II. Applied numbers.

Fred. had 2 dimes, and bought cherries for 1 dime. How many dimes had he left?

A slate-pencil costs 1 cent. How much will 2 slate-pencils cost?

Charles had a marble, and his sister had twice as many. How many did she have?

How many one-cent stamps can you buy for 2 cents?

THIRD STEP.—*The Number Three.*

I. The pure number.

a. Measuring.

(1) By 1.

$$\begin{array}{r|l}
 1 & \\
 1 & \\
 1 &
 \end{array}
 \left\{
 \begin{array}{l}
 1 + 1 + 1 = 3. \\
 3 \times 1 = 3. \\
 3 - 1 - 1 = 1. \text{ (Better than } 3 - 1 - 1 = 0.) \\
 \text{for } 3 - 1 = 2, 2 - 1 = 1. \\
 3 \div 1 = 3.
 \end{array}
 \right.
 \begin{array}{l}
 3. \\
 \\
 \\
 \\
 \end{array}$$

This ought to be read: From 3 I can take away 1 3 times, or, in 3, 1 is contained 3 times. The ideas of "to be taken away" and "to be contained" must always precede the higher and more difficult conception of dividing.

(2) Measuring by 2.

$$\begin{array}{r|l}
 2 & \\
 1 & \\
 &
 \end{array}
 \left\{
 \begin{array}{l}
 2 + 1 = 3, 1 + 2 = 3. \\
 1 \times 2 + 1 = 3. \\
 3 - 2 = 1, 3 - 1 = 2. \\
 3 \div 2 = 1 \text{ (1 remainder)}.
 \end{array}
 \right.$$

(From 3 I can take away 2 once, and 1 will remain; or, in 3, 2 is contained once and 1 over.)

3 is 1 more than 2, 3 is 2 more than 1. 2 is 1 less than 3, 2 is 1 more than 1. 1 is 2 less than 3, 1 is 1 less than 2. 3 is 3 times 1. 1 is the third part of 3. 1 and 1 are equal numbers; 1 and 2, as well as 2 and 3, are unequal.

Of what equal or what unequal numbers does 3 consist, therefore? etc.

b. Practice in solving examples rapidly.

How many are $3 - 1 - 1 + 2$ divided by 1?

$1 + 1 + 1 - 2 + 1 + 1 - 2 + 1 + 1$? $3 \times 1 - 2 \times 1 + 1$? $1 - 2 + 1 + 1$? etc.

The answers must be given immediately.

No mistakes can arise as to the meaning of these examples; the question whether $3 + 1 - 2$ means $(3 \times 1) - 2$ or $3 \times (1 - 2)$ is answered by the fact that these examples represent oral work, and that it is supposed that the operation indicated by the first two numbers (3×1) is completed mentally before the next number is given.

c. Combinations.

From what number can you take twice 1 and still keep 1? What number is 3 times 1? I put down a number once, and again, and again once, and get 3; what number did I put down 3 times?

II. Applied numbers.

How many cents must you have to buy a three-cent stamp?

Annie had to get a pound of tea for 2 dollars. Her mother gave her 3 dollars. How much money must Annie bring back?

Charles read 1 line in his primer; his sister read 2 lines more than he did. How many lines did she read?

If 1 slate-pencil costs 1 cent, how much will 3 slate-pencils cost?

Bertha found in her garden 3 violets, and took them to her parents. How can she divide them between her father and mother?

FOURTH STEP.—*The Number Four.*

I. The pure number.

a. Measuring.

(1) By 1.

1	1	1	1		4.
1	1	1	1	{	$1+1+1+1=4(1+1=2, 2+1=3, 3+1=4.)$
1	1	1	1	{	$4 \times 1 = 4.$
1	1	1	1	{	$4-1-1-1=1.$
1	1	1	1	{	$4 \div 1 = 4.$

(2) Measuring by 2.

		2	{	$2+2=4.$
		2		$2 \times 2 = 4.$
		2		$4-2=2.$
		2		$4 \div 2 = 2.$

(3) Measuring by 3.

			3	{	$3+1=4, 1+3=4.$
			3		$1 \times 3+1=4.$
			1		$4-3=1, 4-1=3.$
			1		$4 \div 3 = 1 (1 \text{ remainder}).$

(In 4, 3 is contained once and 1 over; or, from 4 I can take away 3 once, and 1 remains.)

Name animals with 4 legs, and with 2 legs. Wagons and vehicles with 1 wheel, 2, and 4 wheels. Compare them. 4 is 1 more than 3, 2 more than 2, 3 more than 1. 3 is 1 less than 4, 1 more than 2, 2 more than 1. 2 is 2 less than 4, 1 less than 3, 1 more than 1. 1 is 3 less than 4, 2 less than 3, 1 less than 2. 4 is 4 times 1, twice 2. 1 is the fourth part of 4, 2 one-half of 4. Of what equal and unequal numbers can we form the number 4?

b. Problems for rapid solution.

$$2 \times 2 - 3 + 2 \times 1 - 1 - 2 + 2?$$

$$4 - 1 - 1 + 1 + 1 - 3, \text{ how many less than } 4? \text{ etc.}$$

c. Combinations.

What number must I double to get 4? Four is twice what number? Of what number is 2 one-half? Of what number is 1 the fourth part? What number can be taken twice from 4? What number is 3 more than 1? How much have I to add to the half of 4 to get 4? Half of 4 is how many times 1 less than 3? etc.

II. Applied numbers.

Caroline had 6 pinks in her flower-pot, which she neglected very much. For this reason, one day one of the flowers had withered, the second day another, and the following day one more. How many flowers did Caroline keep?

How many dollars are $2 + 2$ dollars? 3 apples and 1 apple?

$$4 \text{ quarts} = 1 \text{ gallon.}$$

Annie bought a gallon of milk, how many quarts did she have? She paid 1 dime for the quart, how many dimes did she pay for the gallon?

$$4 \left\{ \begin{array}{l} . \text{ quart,} \\ . \text{ quart,} \\ . \text{ quart,} \\ . \text{ quart,} \end{array} \right. \quad 4 \left\{ \begin{array}{l} | \text{ dime.} \\ | \text{ dime.} \\ | \text{ dime.} \\ | \text{ dime.} \end{array} \right.$$

What part of 1 gallon is 1 quart? If a quart costs 2 dimes, can you get a gallon for 4 dimes? A cook used a gallon of milk in 4 days. How much did she use each day?

The recitations should be made interesting and animated by frequently varying the mode of illustration; and in this the ingenuity of the teacher and her inventive power can display themselves to their best advantage. It is, of course, superfluous to describe the infinite variety of subjects which may be used, but a few suggestions will perhaps prove acceptable. Those illustrations which compel the whole class to be active, or which are of special interest, and arouse the attention of pupils, are of greater value than others. For instance: "Class, raise two fingers of your right hand; two fingers of your left hand. How many fingers have you raised? Two fingers and two fingers are how many? Two and two are how many? Carrie may show to the class with her fingers that two and two are four." This plan of illustrating should be used very frequently, as it requires the whole class to be active.

The following illustration is also commendable, as it hardly ever fails to enlist the interest of the class; every pupil likes to be allowed to illustrate a problem in this way: "From four I can take away two how many times? Emma may show that her answer is correct by making some of the other girls stand. (The class know that those whom Emma teaches must stand until she makes them take their seats again.) Emma: Four little girls are standing here. From 4 little girls I take 2 little

girls once, (making two of the four take their seats) twice, (making the other two sit down). From 4 little girls I can take away 2 little girls twice. From 4 I can take two away twice. $4 \div 2 = 2.$ "

CHILD-LIFE.

THE following letter from Professor Darwin, of England, to a member of the Social Science Association of Boston, will be read with interest by every person who believes in a "science of childhood."

DOWN, BECKENHAM, KENT,
RAILWAY STATION, ORPINGTON, S. E. R., }
July 19th, 1881.

Dear Madam :—In response to your wish, I have much pleasure in expressing the interest which I feel in your proposed investigation on the mental and bodily development of infants. Very little is at present accurately known on this subject, and I believe that isolated observations will add but little to our knowledge; whereas tabulated results from a very large number of observations, systematically made, would probably throw much light on the sequence and period of development of the several faculties.

This knowledge would probably give a foundation for some improvement in our education of young children, and would show us whether the same system ought to be followed in all cases.

I will venture to specify a few points of inquiry which, as it seems to me, possess some scientific interest. For instance, does the education of the parents influence the mental powers of their children at any age, either at a very early or somewhat more advanced stage? This could perhaps be learned by schoolmasters or mistresses, if a large number of children were first classed according to age and their mental attainments, and afterwards in accordance with the education of their parents, as far as this could be discovered.

As observation is one of the earliest faculties developed in young children, and as this power would probably be exercised in an equal degree by the children of educated and uneducated persons, it seems not impossible that any transmitted effect from education could be displayed only at a somewhat advanced age. It would be desirable to test statistically in a similar manner the truth of the often-repeated statement that colored children at first learn as quickly as white children, but that they afterwards fall off in progress. If it could be proved that education acts not only on the individual, ~~but by~~ transmission, on the race, this would be a great encouragement to all working on this all-important subject.

It is well known that children sometimes exhibit at a very early age strong special tastes, for which no cause can be assigned, although occasionally they may be accounted for by reversion to the taste or occupation of some progenitor; and it would be interesting to learn how far such early tastes are persistent, and influence the future career of the individual. In some instances such tastes die away without apparently leaving any after-effect; but it would be desirable to know how far this is commonly the case, as we should then know whether it were important to direct, as far as this is possible, the early tastes of our children. It may be more beneficial that a child should follow energetically some pursuit, of however trifling a nature, and thus acquire perseverance, than that he should be turned from it, because of no future advantage to him.

I will mention one other small point of inquiry in relation to very young children, which may possibly prove important with respect to the origin of language; but it could be investigated only by persons possessing an accurate musical ear. Children, even before they can articulate, express some of their feelings and desires by noises uttered in different notes. For instance, they make an interrogative noise, and others of assent and dissent in different tones; and it would, I think, be worth while to ascertain whether there is any uniformity in different children in the pitch of their voices under various frames of mind.

I fear this letter will be of no use to you, but it will serve to show my sympathy and good wishes in your researches.

I beg leave to remain, dear madam, yours faithfully.

CHARLES DARWIN,

To Mrs. Emily Talbot, Boston, Mass.

MISTAKES OF OUR PRESENT SCHOOLS.*


BY A. M. GOW,

For many years Superintendent of the Evansville schools, now Editor of the
"Washington (Penn.) Reporter."

THE design of our public school system is to perpetuate our republican form of government by training our children for good citizenship. A good citizen must have that general intelligence which will enable him to understand the primary principles of government, and the operations of law. He must be put in the way of maintaining himself in honest independence. Froude, the historian and essayist, says: "No education which does not make this its first aim is worth anything at all. There are but three ways of living, as some one has said—by working, by begging, or by stealing." The good citizen should be compelled neither to beg nor to steal; he must be educated therefore for work.

The good citizen must have a knowledge of his personal, social, and civil obligations; these are not intuitive ideas, they are derived from the instruction and training given by competent teachers. The work of the schools then, in short, is to impart that degree of education to the average child of the state, which shall make it intelligent as to its duties, responsible as to its obligations, and self-supporting.

The popular idea of education, and one fostered very largely in the schools, is that the young rail-splitters, and tailor boys,

* Extract from a paper recently read before the Pennsylvania State Teachers' Association.

and canal drivers, should all go to school in order to be Presidents of the United States. This is the inspiration of the schools, and we claim that it is a great mistake. It is a great blunder to hold up the prizes of public office as the rewards of education. Millions of our people can not be office-holders, but they can be good citizens. The persistent office-seeker may be a good citizen, possibly, but the chances are that his ambition and his selfishness will stand greatly in the way of his usefulness to society. Spinoza says: "For myself, I am certain that the good of human life can not lie in the possession of things which, for one man to possess, is for the rest to lose, but rather in things which all can possess alike, and where one man's wealth promotes his neighbor's." Good citizenship is attainable by every child in the state, and it is a laudable ambition that every child be educated to attain to all that the term implies.

The first effort in the way of instruction, in the ordinary school, is to teach the child to read. We shall say nothing about methods, only allude to results. There is a great difference among people as to what is meant by reading. Every child should be an intelligent, capable, thinking reader. The printed page, which is the great treasure-house of wisdom, should be laid open to its use, and it should be furnished with the key. Dogberry says that to be a well-favored man is the gift of fortune, but to write and read come by nature. Dogberry was wrong. It is a mistake to suppose that it is an easy thing to learn to read; it is a greater mistake to think it an easy thing to teach the art of reading to the average child; but the greatest mistake of the schools is that reading is not generally taught. To maintain this last proposition, and to make my meaning clear, permit me to quote from that most entertaining book of Hugh Miller, "My Schools and School Masters, or the Story of my Education." He says: "During my sixth year I spelt my way, under the dame, through the Shorter Catechism, the Proverbs and the New Testament, and then entered upon her highest form, as a member of the Bible class; but all the while the process of acquiring learning had been a dark one, which I slowly mastered, in humble confidence in the awful wisdom of the school-mistress,

not knowing whither it tended; when all at once my mind awoke to the meaning of that most delightful of all narratives—the story of Joseph. Was there ever such a discovery made before? I actually found out for myself that the art of reading is the art of finding stories in books; and from that moment reading became one of the most delightful of my amusements. I began by getting into a corner on the dismissal of the school, and there conning over to myself the new-found story of Joseph; nor did one perusal suffice; the other Scripture stories followed, in especial the story of Samson and the Philistines, of David and Goliath, of the prophets Elijah and Elisha, and after these came the New Testament stories and parables.”

How many children are left to discover, as Hugh Miller did, that “reading is the art of finding stories in books,” and alas! how many go through the motions of reading as he did, without ever being rewarded for their painful efforts? Hugh Miller made many discoveries, but he never made one of such importance to himself and to the world.

Horace Mann, the eminent scholar and teacher, narrates his experience in his lecture on “District School Libraries.” He says: “I never attended any but a common school until I was sixteen years of age, and up to that time, I had never heard a question asked, either by teacher or scholar, respecting the meaning of a word or sentence in a reading lesson. In spelling, where words were addressed singly to the eye or ear, we uttered a single mechanical sound; and in reading, when words came in a row, the sounds followed in a row; but it was the work of the organs of speech only—the reflecting and imaginative powers being all the while as stagnant as the Dead Sea.” Mr. Mann gives it as his opinion that the failure to use and to appreciate the public libraries was largely due to the fact that reading was not taught. He further says: “When a scholar at the age of sixteen or eighteen years, leaves any one of our public schools, I can not see with what propriety we can say he has learned the art of reading in that school, if he can not properly understand, either by reading himself, or by hearing another read, any common book of history, biography, morals or poetry; or if he can

not comprehend all the words commonly spoken in the lecture room, the court room, or the pulpit." It may be thought that the schools have profited by the experiences of such teachers as Miller and Mann, and that under the improved systems of later years such illustrations of imperfect teaching and learning can rarely, if ever, be found.

Mr. George A. Walton, agent of the Massachusetts State Board of Education, made an investigation of the public schools of Norfolk county, for the purpose of ascertaining whether the children were taught to read, write and cipher. In some schools the results were found to be quite satisfactory, but in the case of many others, they were most deplorable. The children had memorized rules in grammar and arithmetic that they did not understand and could not apply. The examinations showed that the three R's had been entirely neglected—they could neither read, write nor spell. Mr. Richard Grant White, in the December number of the *North American Review*, claims in part as a result of these examinations, that the public schools are a failure. We do not agree with Mr. White, but we shall not abuse him for his fearless attempt to expose the defects of the system, which are certainly very grave.

If our schools are not preparing our children for the duties of citizenship, by teaching them the fundamental branches, it is better that we should know it and if possible apply the remedy, rather than rest in a fancied, though false security. It is a mistake for the school men to exhibit irritation at the deductions of Mr. White, if his premises are true. The first thing for the schools to do is to ascertain by thorough, patient, honest investigation, whether the results obtained in Norfolk county, Mass., are different from those to be obtained in Pennsylvania. The argument must be based on the facts, and the question is whether our teachers have the courage to make the investigation.

Mr. Froude, in his inaugural address as rector of the University of St. Andrews, says: "I ask a modern march-of-intellect man what education is for; and he tells me it is to make educated men. I ask what an educated man is; he tells me it is a man whose intelligence has been cultivated, who knows something of

the world he lives in—the different races of men, their languages, their histories, and the books that they have written; and again, modern science, astronomy, geology, physiology, political economy, mathematics, mechanics—everything, in fact, which an educated man ought to know.” This is the idea of education entertained in most of our schools, particularly in those of our villages, towns and cities that boast of a so-called High school. We think it a mistake, especially if the foundation—the much-abused three R’s, is as imperfectly laid as is claimed by Mr. White.

In the July number of the *Pennsylvania School Journal* may be found the results of an examination made by W. W. Speer, Superintendent of Marshall county, Iowa. He says: “I gave simple tests to ascertain what was being done in the way of teaching writing, spelling, language, the use of capitals, punctuation in its simplest form, and in training to neatness, accuracy and rapidity in handling the fundamental rules of arithmetic. These are things which the common schools ought to teach. In one school I pronounced the words *pencil*, *Helen*, *clothes-press*, and *raspberries*, and asked the advanced class of the school to place them in short, simple sentences.” He then gives the results of the work of nineteen pupils, the average age of whom is over fifteen years. These pupils had an average schooling of nine years, and yet not one of them could write the four simple test-words given without the most amusing and absurd blunders. It may safely be said that such a school is a failure, for it certainly is not fitting its pupils, in any respect, for the duties of citizenship; for if these branches are not taught, it is fair to infer that nothing else is.

Is it not time that we should have a thorough investigation of the work done in the schools of this state, that their real value may be understood? It is evident that if the elementary work of the schools is imperfect, the superstructure must be in a great degree valueless. It is a mistake that the school officers have permitted the schools to close term after term, and year after year, without an honest investigation of their real worth. The exhibition has taken the place of the examination, and we think it an educational mistake of the gravest kind.

OFFICIAL DEPARTMENT.

Is an election of school trustee by the Council valid, if done at another than the first meeting in June, the time named in the law?

This question has just been settled by the Supreme Court, in the case of *George E. Sackett v. James H. Foreman*, of New Albany, decided September 15th, 1881.

The Council not being able to elect at the first meeting in June, finally elected July 19th, 1880.

The law says: "The Common Council of each city * * * shall, at their first regular meeting in the month of June, elect three school trustees, who shall hold their office one, two, or three years, respectively, * * * and annually thereafter elect one school trustee, who shall hold his office three years * * *."

The counsel for the appellant uses this language: "The words of this statute are peremptory, definite and exclusive. A day certain is fixed for the election, and every subsequent election is required to be held annually thereafter. But an election held upon any other day than the day of the first regular meeting in the month of June in each year would not meet the requirements of the statute. No discretion is allowed to the Common Council * * * the failure of the Council to elect at the time appointed by the statute suspended their power of election until the recurrence of the election day in the following year."

The counsel for the appellee on the contrary, insists that under the law the duty to elect is imperative, and that in so far as it prescribes the time when the election shall be had is directory only.

The court says: "We concur in this position. The opposite view leads directly and necessarily to results, which it is impossible could have been intended by the legislature, and which an examination of the provisions of the law will plainly show, were not intended. A failure to elect at the appointed time, as may well have been conceived, was liable to happen from many causes. A *quorum* of the Council may be wanting on account of accident, or of sickness, or absence of its members; and when a *quorum* is not wanting a tie vote may defeat a choice. But if it be held that a failure to elect, suspends the power to elect until the recurrence of the prescribed day, it is easy to see that corrupt motives and influences may intervene for the purpose of preventing an election at the appointed time" * * *

The law intended that one trustee be elected each year for three years. "If the power can not be exercised except on the day named in the statute, then * * * in every case of failure to elect at the first meeting in June, the incumbent may hold over for another full term of three years. The Council 'annually thereafter shall elect one school trustee, who shall hold his office for three years,' says the law, and if, as counsel claims, this language is 'pe-

remptory, definite and exclusive,' there can be an election of but one trustee each year, and as one vacancy occurs regularly each year, that alone can be filled. And even if it be conceded that more than one may be elected at a time, there still remains the provision that the trustee so elected shall hold his office for three years; and so it will result that instead of one trustee going out and his successor coming in annually, there may be two trustees, and even the entire board to be elected at one time, which would frustrate entirely the design of the law in this important respect. Our conclusion that such an election may be valid, though had after the appointed time, is not only supported by sound reason and the demands of public policy, but is in accordance with the current of authority." Here many cases are referred to.

The case of *The State v. Harrison*, 67 Ind. 71, is commented upon. Harrison was Supt. of Boone county. The trustees failed to elect on the day named in the law and adjourned till the next day, when they failed to elect and adjourned *sine die*. Afterward the auditor called the trustees together and they elected a successor to Mr. Harrison. Mr. Harrison refused to surrender the office, and the Supreme Court recently decided the election of his successor illegal. The comment is to the effect that the Harrison case was decided on different grounds. The auditor can only call a meeting to fill vacancies. In this case no *vacancy* existed, as the old incumbent was holding over under law. Had the election been made at the adjourned meeting the inference is that the court would have held it valid. The language of the comment is: "It may well be doubted, however, whether if an election had been accomplished upon the second day, or upon the day of an adjourned meeting held within a reasonable time, it would have been decided invalid: and possibly after the adjournment without day, a *mandamus* might lawfully have issued to compel a reassemblage in order to perform the work which they ought to have done before adjourning."

Judgment affirmed. Judge Howk was absent.

THE case reported in the "official" of the Journal last month concerning the payment of teachers for time taught *after* the term of license has expired, has been appealed to the Supreme Court. It is to be hoped that the court will "advance" the case, as it involves matter of public interest, and give a speedy decision. If this is not done a year may elapse before the case is reached.

THE School Board of New Albany has re-organized, in obedience to the decision of the Supreme Court, Mr. Sackett and Mr. Fawcett retiring. The Board is organized as follows: M. McDonald, President; J. H. Foreman, Treasurer; Wm. Dunbar, Secretary.

EDITORIAL.

PRESIDENT GARFIELD'S EARLY LIFE, AND LESSONS DRAWN THEREFROM.

[The following was written to be read to the pupils of the Indianapolis schools as a part of the memorial exercises, which took place in all the schools on the afternoon of September 26th, the day on which the President was buried. Believing that it can be read and commented upon with profit in all the schools of the state, we print it in the Journal. Although the life has closed and the funeral past, the example still lives and the lessons to the young will be strikingly appropriate for a hundred years to come.]

President JAMES A. GARFIELD was born in a log cabin, Cuyahoga county, Ohio, fifteen miles from Mentor, his late home, November 19, 1831. He died last Monday, September 19; so he was not quite fifty years old. He was the twentieth President of the United States, and the fourth one who has died in office. The other three were Harrison, Taylor, and Lincoln.

When President Garfield was only a year and a half old, his father died, leaving a wife and four children, James being the youngest, with only a little farm of 30 acres, not entirely paid for, to live upon. Just before he died, he said to the mother, "Eliza, I have brought you four young saplings into these woods. Take care of them." She did take care of them, and O, how nobly!

Every boy and girl ought to read President Garfield's life, and learn how his mother worked for him and his brother and sisters, and how she taught them to work, and how she taught them to study and to be honest and true.

When little James was only three years old, his mother gave a corner of her small farm as a site for a district school house. In this house, made out of rude logs, with no desks such as you have, only long benches made out of slabs, without backs, to sit upon, and rough puncheons for a floor, James first went to school, and learned his first lessons. At the end of his first term he took a prize for being the best reader in his class. The prize was a New Testament.

He could not go to school all the time, as boys and girls now do. The school only lasted a few months in the winter, and the rest of the year the children had to work. Although James could not go to school in the spring and summer and fall, he did not neglect his books. He sought every opportunity to study and read. Books were not so plentiful then as now, and he had the use of no library, and he had little money with which to buy books; but still he managed in some way to get them. He borrowed them, and it is said that there was not a book in all the neighborhood that he had not read, and some of them a great many times, until he knew them almost by heart. These were the books that did him most good. Had he spent much of his time in reading light, trashy novels and story books, simply because they excited him, he never would have been a great man. What he was compelled

to do by necessity, was the best thing he possibly could have done, even had he had access to a large library. A comparatively few good books, read and re-read until their contents are mastered, will benefit us a great deal more than the hasty reading of a great many books. So industrious was he that when he was fourteen years old he was the best scholar in all that neighborhood. He got much of his education by reading and studying after other people were in bed.

" The heights of great men, reached and kept,
Were not attained by sudden flight;
But they, whilst their companions slept,
Were toiling upward in the night."

About this time he began to "work out" in the summer time to earn money. He worked at whatever he could find to do. He did all kinds of farm work; he made hay, he bound wheat, he chopped wood by the cord, part of the time getting only nine dollars a month. One time he went to Cleveland, determined to be a sailor, but finally gave this up, and he became a driver on a canal boat. This little episode of his life, of which so much has been said and written, continued only about four months, and was, for the most part, commonplace and monotonous. Once he fell into the canal and came very near being drowned; he was saved by what seemed almost a miracle. The exposure on the canal resulted in a severe attack of fever, and he was taken home delirious.

After he recovered he went to the academy for a time and worked at the carpenter trade mornings, evenings and Saturdays to pay his board.

Finally he obtained a certificate to teach school, and taught his first term for \$12 a month and "boarded around," that is, he took turns in going home with the pupils to stay all night. When he was 18 years old he joined the church, and has ever since been a faithful and true member, often preaching. He continued to study and work and teach until he went to college, and so faithful had he been in private study that he was prepared to enter the Junior Class of Williams College, Massachusetts, where he graduated in 1856, with high honors. Remember that he made his own way while getting his early education, and had "saved up" nearly enough money to take him through college. He afterwards engaged in teaching, first as professor in Hiram College, Ohio, and in one year after he became its president.

His habits of study continued with him all through his busy life, and the result was that he became one of the finest scholars of the land. Excepting, perhaps, John Quincy Adams, he was the most learned President this country has ever had.

Some of the lessons we should learn from President Garfield's early life are:

1. He learned to work, and he was not ashamed to work. He worked at whatever came to hand, if honorable, and he believed all necessary work to be honorable. We should all learn that it is honorable to work, and that it is dishonorable not to work. And when we can not find pleasant work to do, we should be willing to do unpleasant work rather than become dependent.

A few years ago a stout, hearty young man came to my door begging, saying that he could find no work. I said, "you can find work in the country on a farm." He answered me that he would rather starve than do farm work and live in the country. I told him to starve. Young men often say, "This world owes me a living." A baser lie Satan never uttered. How did the world become indebted to a young man who has never done anything for the world? The world owes a young man what he *earns*, and nothing more. Garfield always had work because he *wanted* it. If he could not get high wages, he took the best offered. He did not lie around idle waiting for "something to turn up;" he went to work and turned something up for himself. He did not wait for other people to find him a place, he made a place for himself. He never said the world owed him a living, but he went to work and earned a living and then the world paid the debt. Guiteau, the infamous imp of perdition, who killed the President, is a good representative of the opposite class. He was unwilling to do honest work for a living. He wanted to make his living by his wits. He was willing to take something for nothing. He wanted other people to help him. He was willing to live off of other people's earnings. He wanted a place, and because President Garfield refused him he committed a crime, that dooms him to execration and infamy for all time to come.

2. James Garfield as a boy loved and obeyed his mother and his teacher. He learned to obey while at home and in school, so he afterwards knew how to obey and respect the laws of his country. Not very much of good can be expected of a boy or girl who is not willing to obey father or mother, and respect proper authority at school. One of the most beautiful things that can be said of President Garfield to-day is, that he always loved and respected his mother. He always introduced her to distinguished visitors, and felt honored in doing it. Since he has always been so dutiful, is it any wonder that his mother should have said, on hearing of what Guiteau had done, "How could any body be so cold-hearted as to attempt to kill my baby." She is now 80 years old, and James has always been "her baby."

3. It is to be noticed that from the first, Garfield did *thoroughly* whatever he attempted to do. When he got a job of work to do he always did it so well that his employer was anxious to secure his services again. When he was in school he learned his lessons well—he never went to a recitation with a half-learned lesson, when it was in his power to master it. He knew that if he contracted the habit of making failures in school, this habit would be likely to stick to him through life. His motto was:

"If a task is once begun,
Never leave it 'till it's done;
Be the labor great or small,
Do it *well* or not at all."

4 Mr. Garfield made the most of himself. This a majority of people fail to do. Most persons have it in them to do more than they ever accomplish, and to be more than they ever become. They know that they can do better than they are doing, and think they will do better, and resolve and re-resolve, and yet their indolence or lack of will force keeps them back.

It is a grand thing for a person to so spend his life, that, at its close, he can look back upon it and be able to say, I have made of myself all that God expected me to become in this world. On the other hand, it is a very sad thing to spend life in such a way as to leave many of the noblest possibilities of the nature undeveloped. What should be more dreaded than, at the close of life, to have our better possible selves look down upon us with reproachful eyes and say, "Behold what you might have been!"

"Of all sad words of tongue or pen,
The saddest are these: *It might have been!*"

Boys and girls, see to it that you make the most of yourselves.

We regret very much that for the want of space we are compelled to omit Part II. of the memorial exercises, which treated of his public life. Suffice it to say that "the boy was the father of the man." As a soldier he was brave and daring, and when necessity demanded almost reckless of his life. As a public man he devoted himself conscientiously to the study of national questions. He learned the French language that he might study French finance. He never lost his early habit of thoroughly mastering whatever subject he had to deal with.

He was esteemed as much for the loveliness of his character as for his intellectual power; and great as were his powers of intellect, vast as his acquisitions of knowledge, and dignified his statesmanship, his large heartedness, his unselfishness, his interest in others, and particularly the affection he bore his wife and his mother, have been so conspicuous, so unaffected, so touching, that in the hearts of the people these things will mainly remain to embalm his memory. He was great in power, but greater in goodness.

There are two classes of people in this world very different in their motives of action.

The one class asks of any proposed course of conduct, will it pay? Will it be popular? What will other people think about it?

The other class, with small attention to these matters, asks, Is it right? Can I do it and preserve my self-respect?

From without the one is governed; from within, the other. To this latter class belonged President Garfield.

Witness his noble words before the Legislature of Ohio when elected to the United States Senate:

"During the twenty years I have been in public life I have tried to do one thing—whether mistaken or otherwise, it has been the plan of my life to follow my convictions at whatever cost to myself. I represented in Congress for a great many years a district whose approbation I intensely desired, and yet I desired, and still desire, the approbation of one person more than all these, and his name is Garfield. He is the only man I am compelled to eat with, to sleep with, to live with, to die with; and if I could not have his approbation, I should have very sad companionship. If I should be so unfortunate as to lose the confidence of this larger constituency, I must do what every honest man has to do—take my political life in my hand and face the consequences."

Shakespeare expresses the same sentiment when he says: "To thine own self be true, and it must follow, as the night the day, thou canst not then be false to any man."

But while the nation mourns there are many things connected with his death that seem like special favors. And first, it is a great good that he lived so long after the fatal shot. His sickness has enabled the people to prepare for the shock of his death. His heroic fortitude and Christian resignation have been so apparent that the contemplation of them must make us all truer and stronger. Never have we had so conspicuous an example of patient endurance of disease and pain joined with so mighty a resolution to overcome them.

AT ELBERON.

[This poem was written by Mr. D. L. Paine, the leading editor of the *Indianapolis News*, in addition to his other editorial duties in time for the next issue of his paper after learning of the President's death. It is one of the best, of the many poetic memorials to our illustrious dead.]

If, through the portals opening toward the light,
E'er walked a man in armor, clean and bright,
That man, untrammelled, outward passed last night
From Elberon.

Firm-lipped, clear-eyed, clean-souled, he met his fate,
Leaving behind no rancor and no hate,
And strode, high-browed, undaunted through the gate
At Elberon.

Despair not, stricken people, south or north,
Moaning and owning his transcendent worth;
Hope only turns her face to lead him forth
From Elberon.

In deeds resplendent, and in honor bright,
In high example shining as the light
He lives immortal—he who died last night
At Elberon.

GARFIELD'S FAVORITE HYMN.

Ho, reapers of life's harvest,
Why stand with rusty blade,
Until the night draws round thee
And the day begins to fade?
Why stand ye idle, waiting
For reapers more to come?
The golden morn is passing
Why sit ye idle, dumb?

Thrust in your sharpened sickle
And gather in the grain,
The night is fast approaching,
And soon will come again.
The Master calls for reapers,
And shall He call in vain?
Shall sheaves lie there ungathered,
And waste upon the plain?

Mount up the heights of wisdom,
And crush each error low;
Keep back no words of knowledge
That human hearts should know.
Be faithful to thy mission,
In service of thy Lord,
And then a golden chaplet
Shall be thy just reward.

A FEW MORE February numbers of the Journal for 1881 are wanted very much by parties who desire to complete files. Any one sending the number in good condition will have his time of subscription extended for one month.

THE article on the Grube Method in Arithmetic, in this number, should be studied by every primary teacher. The author, Mr. Souldan, knows more of this method and has done more to introduce it into this country than any other person.

WE occasionally receive a letter saying, I failed to get my Journal for last March or for October of 1880, or some number several months in the past, and asking to have it sent. We are willing, more than willing to supply missing numbers, but can not promise to do it unless notified within a reasonable time. If you do not receive your Journal by the 15th of the current month, write at once.

THE death of President Garfield makes Gen. Chester A. Arthur, of New York, President of the United States. He is in the prime of life, being about fifty years of age, a graduate of Union College, and a lawyer of extensive practice. He was a Union soldier during the rebellion, and won his way by gallant conduct to the rank of Major-General. He is a man of fine executive ability. His conduct during the inability of President Garfield was modest and becoming, calling forth the admiration of the whole country. It is not unlikely that some changes in the personnel of the new administration will take place.

Do not forget to celebrate in your school in some appropriate way the hundredth anniversary of the Battle of Yorktown, which will occur the 18th inst. Extensive preparations have been made for the celebration of the event at Yorktown. See Scribner's for October for points of interest.

USE OF WINTER EVENINGS.—Teachers should now plan their literary work for the winter. The long winter evenings will afford ample opportunity for reading and study, and should not be allowed to pass unimproved. People's intelligence depends not half so much upon their school facilities as upon their ability to make a wise use of their leisure time. President Garfield's great learning was due *chiefly* to his habit of employing an hour or two a day in reading and study, that most other people "fool away." Do not read at random, but lay out some course and *follow it*.

COUNTY INSTITUTES.

The county institute season is well passed and the record of their effectiveness is about made up. It is not safe, always, to take the current "report" as a guide, for it invariably says, "the best ever held in the county." It is safe to say that the institutes this year have *averaged* a little better than ever before. The plan of institute work, prepared and sent out by the State Board, helped to unify and systematize the work, and thus contributed somewhat to this advance. These institutes have been, and still are, a great power among the schools.

TEACHERS AND SCHOOLS.

The number of teachers should not much exceed the number of schools in a county. When there is a great excess there is danger that something is not right with the superintendent, or that his predecessor did not do his duty. When a large number of 24-month licenses are found in a county the probability is that the superintendent has been very liberal in marking examination papers. So it is with reference to the number of teachers; if the supply greatly exceeds the demand the standard of marking is most likely too low, or at least has been. Superintendents should vary their standard a little to suit the needs of the county, and should keep it so high that there would never be a great excess of teachers. If the number is large from which he can choose he can supply his schools with better teachers.

Suppose that in a county with 100 schools there are 200 or 250 applicants for certificates. If the superintendent will make his standard so high that only 100, or at most 125 can pass the examination, he will have much better schools than he would have should he license from fifty to one hundred per cent. more teachers than he needs. For, once licensed, the poor teacher stands almost an equal chance with the good teacher to get a school.

This advance in standard does not mean raising the percents fixed by the state convention; that is wholly unnecessary. Close marking will accomplish everything desired.

The following facts have suggested the foregoing remarks:

"The average number of teachers required to supply the schools of Indiana is 11,602. The number now holding licenses to teach is 13,078. There are fewer persons holding licenses in Adams, Benton, Brown, Cass, Clark, Crawford, Daviess, Dearborn, Delaware, Dubois, Franklin, Huntington, Jackson, Lawrence, Martin, Miami, Ohio, Pike, Porter, Posey, Pulaski, Sullivan, Wabash, Warrick, and White counties, than there are schools, the deficiency ranging from one to eighty in a county. In all counties not here named there is an excess of teachers; this overplus ranging from one to one hundred and forty-three in a county. Whitley has only 116 places to supply, while it rejoices in the grand total of 257 licensed teachers. Marion has only thirty more than is demanded for home consumption. Huntington must import at least thirty-two, and White at least seventy-three, to supply the home demand."

TOWNSHIP INSTITUTES.

It is now the time of year to begin township institutes, and the question arises, how can they be made of most service. While the law providing for them may not be in all regards what a majority of teachers desire, there is no denying the facts that great good has come to the schools as the result of these institutes, and that the law in its general purpose and plans is right. It is impossible for the teachers of a township to come together for a day and not be benefited. If there is a township in the state in which this is not true, the teachers should be ashamed to own it. The question is, How can this time be spent *most* profitably? The Journal has these suggestions:

1. One of the best forms of a township institute is to have some teacher retain his school on Saturday forenoon and conduct his classes as nearly as possible as on other school days, the visiting teachers observing and taking notes. He need not go over his entire programme, but only such subjects as may have been previously determined upon. Visiting teachers may ask questions for information or to bring out points more clearly, but not criticise. At noon let the children be dismissed. After noon let the work of the forenoon be taken up one subject at a time and carefully reviewed and criticised, both as to matter and method.

This might very properly be called the "object method" of conducting institutes. The work is real work with the children themselves—it is not "playing school." The teachers have all observed a real exercise, and the *same* exercise, so that the criticisms and discussions have a directness and point unknown to theoretical disquisitions upon imaginary performances. The county superintendent or leader should see to it that every teacher takes a part. Every one should be ready to express an opinion upon each exercise witnessed—if he liked it, tell why; if he did not like it, tell why not.

In addition to this work upon the ordinary school routine, some time should be set apart for the discussion of other topics. In some townships, the study of some outside subject, such as English Literature, Botany, Constitution of the State or of the United States, has been taken up and pursued systematically. If a teacher is appointed and a lesson is assigned, the probability is that the subject will be *studied*, otherwise not. The little outline of study prepared by the State Board of Education for use in county institutes will be helpful in the conduct of township institutes. This is of course only suggestive, but the Journal urges a wise use of these institute days.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR AUGUST, 1881.

- WRITING.—1. Write all the small letters which are more than one space in height. 2 off for each om.
2. What should be the position of the third and fourth fingers while writing? Why? 2 pts., 5 each.
3. How does the space between words in a sentence compare with the space between the letters in a word? 10.
4. What is the object of teaching the analysis of letters? 10.
5. How much time should be devoted daily to lessons in writing in a country school? Why? 2 pts., 5 each.
6. Write the following stanza as a specimen of your hand-writing:

Under his spurring feet, the road,
Like an arrowy Alpine river flowed,
And the landscape sped away behind,
Like an ocean plying before the wind.

1 to 50.

- ORTHOGRAPHY.—1. What is a suffix? 10.
2. When is final *e* of a primitive word omitted in forming a derivative word by adding a suffix? 10.
3. Name four different letters or combinations of letters that may be used to represent the long sound of *a*. 3 off for each.
4. Mark diacritically the following words: *Goal, leopard, rye, pear, police.* 10
5. Spell the following words (to be pronounced and defined so far as needful, by superintendent after preceding questions are answered): *Ale, ail, bay, they, veil, break, gauge, melee, aye, Aaron, groat, plaid, guarantee, Canaan, fath:r, taunt, heart, guard, sergeant, bazaar.* 60

READING.—1. Why should the pupil be able to call every word at sight before proceeding to read the lesson? 20

2. How would you teach a pupil a new word, the meaning of which he does not understand? 20.

3. "It snows," cries the school boy, "Hurrah!" and his shout
 Is ringing through parlor and hall,
 While swift as the wing of a swallow he's out,
 And his playmates have answered his call;
 It makes the heart leap but to witness their joy;
 Proud wealth has no pleasures, I trow,
 Like the rapture that throbs in the pulse of the boy,
 As he gathers his treasures of snow;
 Then lay not the trappings of gold on thine heirs,
 While health and the riches of nature are theirs.

Write five questions which would aid the pupil in his study of the thought expressed in this stanza. 20

4. Indicate by diacritical marks the sounds of the letters in the following word: *Cries, hurrah, through, answered, heirs.* 5 pts., 4 each. 20
5. Describe the imagery which this stanza suggests. 20

ARITHMETIC.

1. (a) $54 + (23 \times 34) - 8 \times (323 \div 19) = \text{what?}$
 (b) $(54 + 23) \times 34 - (8 \times 323) \div 19 = \text{what?}$
 (c) $54 + 23 \times (34 - 8) \times 323 \div 19 = \text{what?}$ a, 4; b, 3; c, 3.
2. (a) What is a unit of measure, as used in arithmetic? (b) Name two units of measure, and (c) tell for what each is used. a, 4; b, 3; c, 3.
3. Find the G. C. D. of 1744, 9564, and 8524. 5 proc.; 5 ans.
4. Write in words the following: *a .0872; b 800.0072; c .510; d .0300; e 27.0180.* 5 pts., 2 each.
5. A furrier asked 40 per cent. more for a set of mink furs than it cost him; but he afterwards sold it at a reduction of 10 per cent. from the price asked, thus realizing from the sale \$12.22 profit. What did the furs cost him? 5 proc.; 5 ans.
6. In what time will \$560, at 8 per cent. per annum, produce \$106.40 interest? 5 proc.; 5 ans.
7. I owe a debt of \$325.50, due in 1 yr. 5 mo., without interest. What will pay the debt now, money being worth 6 per cent. per annum? proc. 5; ans. 5.
8. If 15 men, working 6 hours a day, can dig a cellar 80 ft. long, 60 ft. wide, and 10 ft. deep, in 25 da., how many days will it take 25 men, working 8 hr. a day, to dig a cellar 120 ft. long, 70 ft. wide, and 8 ft. deep? By proportion. proc. 5; ans. 5.
9. *a* What is the *power* of a number? *b* What the root of a number?
c Indicate in two ways that the cube root of the second power of 8 is to be found. a, 3; b, 3; c, 4.
10. Reduce $\frac{3}{4}$ rd. to lower denominations.
 Solution: $\frac{3}{4}$ rd. $\times \frac{1}{2} = 2\frac{1}{2}$ yd. $\times 3 = \frac{3}{4}$ ft. $\times 12 = 7\frac{1}{2}$ in.
a Point out four errors in the above solution.
b Write the solution correctly. a, 4; b, 6.

- GRAMMAR.—1. It is said easier than done. Correct. 10
2. What is the distinction between comparison, declension, and conjugation? 3 pts., $3\frac{1}{3}$ each.
3. Write a sentence containing a participle used as a noun, modified by an adverb, and by a noun in the objective case. 10
4. Analyze: Who do men say that I the Son of Man am? 10
5. Punctuate and capitalize: the trees are now in their fullest foliage and brightest verdure the woods are gay with clustered flowers of the laurel while the young apple the peach and the plum begin to swell and the cherry to glow among the green leaves washington irving 10
6. We can not help being admirers of courage. Parse *being*. 10
7. *Let me live a life of faith,*
Let me die my people's death.
- Give the construction of *me*, *live*, and *life*. 3 pts., $3\frac{1}{3}$ each.
8. Ye crags and peaks, I'm with you once again.
- Give the construction of *ye* and *crags*. 2 pts., 5 each.
9. This is the result of his being diligent in his youth. Give the construction of *his*, *being*, and *diligent*. 3 pts., $3\frac{1}{3}$ each.
10. I don't know what you want. Parse *what*. 10

NOTE.—In the above the correction of false syntax includes giving the reasons for the changes made.

Parsing includes etymological and syntactical relations of the word in full, while the term construction is limited to the relations of agreement or government of the word referred to, *e. g.*, the case of a noun and its governing word.

- GEOGRAPHY.—1. What are two chief causes of the changes of the seasons? 2 pts., 5 each.
2. Beginning at the north pole, name the zones in their order, giving the width of each in degrees. 10 pts., 1 each.
3. The river Jordan flows through the Sea of Galilee, and into the Dead Sea, which has no outlet. What kinds of water will you find in these seas? Why? 4 pts., 3 off for each om.
4. What is the difference between continents and islands? 10
5. Name two special characteristics found in animals in the Arctic regions. 2 pts., 5 each.
6. What village on the western coast of Greenland is well known, and important for its connection with Arctic explorations? 10
7. What five great river systems drain the territory of the United States? 5 pts., 2 each.
8. Name the five Southern Atlantic States with their respective capitals, in order. 10 pts., 1 each.
9. Name two important European colonies at the southern point of Africa. 2 pts., 5 each.
10. When it is noon to-day at a point on the equator, in what direction will a vertical pole at that point cast its shadow? 10

HISTORY.—1. Name three qualifications necessary to a good writer of history. 3 pts., 4 off for each om.

2. What early voyages did the Portuguese make to America? 10
3. What was the occasion of the first paper money in this country? 10
4. Give an account of General Lafayette. 10
5. Name the three greatest statesmen in American history.

3 pts., 4 off for each om.

6. *a* Who was Benedict Arnold? *b* Why is he called a traitor? a, 4; b, 6.
7. *a* When and *b* where did the Dutch first settle in this country? a, 4; b, 6.
8. Give an account of the invention of the telegraph. 10
9. How was the N. W. boundary of the U. S. determined? 10
10. Name the best history of the United States which you have read. 10

PHYSIOLOGY.—1. Why should children sit erect in school? Why should they not remain too long in any one position? 2 pts., 5 each.

2. Why does it rest one to change from one kind of work to another? 10
3. What causes the hair to stand on end when one is frightened? 10
4. What anatomical changes cause the change in a boy's voice at puberty? 10

5. What are the functions of the lymphatics? of the lacteals? 2 pts., 5 each.

6. In what seasons of the year are the following articles of food, respectively, most beneficial: Beef, milk, pork, fruits, corn. 5 pts., 2 each.

7. What are the three stages of the effects of alcohol upon the nervous system? 3 pts., 4 off for each om.

8. Why does a clot of blood upon one side of the brain produce paralysis of the opposite side of the body? 10

9. Why is it important that seats in school should be arranged in a special manner? What is the proper manner? 2 pts., 5 each.

10. In complication of structure, how does the ear compare with the other organs of sense? 10

THEORY AND PRACTICE.—Write a page or more on punishment in school, giving *a* its chief aim and also its subordinate aims; *b* the characteristics of effective punishment; *c* name several punishments which are always improper, and state why; *d* when corporal punishment is justifiable; *e* when suspension or expulsion may be resorted to, etc. 1 to 100.

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED IN SEPTEMBER—BY THE MEMBERS OF STATE BOARD.

GEOGRAPHY.—1. In addition to the facts which prove that the earth is not flat, the fact that the shadow cast by the earth upon the moon in an eclipse is always circular, proves that the earth is round.

2. The circumference of a sphere is the greatest distance round it; the diameter is any straight line drawn from surface to surface through the center; the horizon is the circle where the sky and the earth appear to meet.

3. The width of each frigid zone is $23\frac{1}{2}$ degrees, that of each temperate zone is 43 degrees, and that of the torrid zone is 47 degrees.
4. A group of islands, larger or smaller. The Pacific Ocean.
5. In the torrid zone. Because it is the only zone in which the sun ever shines directly over-head.
6. The Caucasian race.
7. Germany, Switzerland, and Italy.
8. Trenton, in New Jersey; Wheeling, in West Virginia; Columbus, in Ohio; Indianapolis, in Indiana; and Springfield, in Illinois.
9. Coffee, hides, dye-woods, India-rubber, and diamonds.
10. Antioch.

PHYSIOLOGY.—1. The lime gives rigidity of form and solidity to the bone, while the animal substance gives it toughness and elasticity.

2. Because the bones of a child are more largely formed from the animal substance, and are therefore more flexible and elastic.

3. Because the twisting of the body in that position produces unnatural bendings in the bones, which become permanent, and sources of deformity and disease.

4. In the large number of distinct movements which it can make; in the great rapidity of these movements, and the various applications which can be made by it, and the extreme sensitiveness of the finger points, so valuable in many professions and mechanical employments.

5. Those who labor with the mind should adopt active exercise of the body, such as walking and horse-back riding, rowing, etc.; those who labor with the body should largely find their recreation in mental operations, while both derive advantage from those species of locomotion which involve pleasure and interesting occupation of the mind not involving study.

6. Because children have to provide not only for the repair of the various tissues of the body, but also for the growth of all the organs, while adults eat only for the former purpose.

7. In the summer. In the winter.

8. The secretion of a serous fluid between the two layers of the pericardium permits great freedom of motion without any friction whatever.

9. By furnishing openings, especially in the floor, through which the impure air of the room can escape, allowing the heated air to rise from the furnace and warm the room.

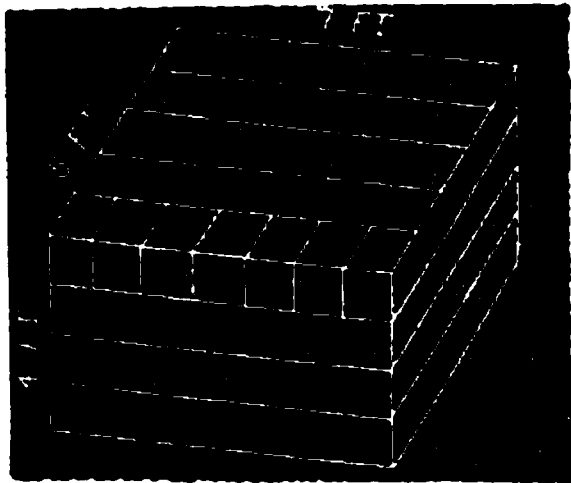
10. The inability to distinguish some one color from others, or the condition of the retina which leads the person to infer the existence of a complementary color, instead of the one which really exists.

ARITHMETIC.—1. *a* Notation is a method of writing numbers. *b* Arabic notation is the method of expressing numbers by figures. *c* The Decimal Scale is involved in Arabic notation.

$$2. \quad (1\frac{2}{3} + 1\frac{1}{4}) \div (3\frac{1}{3} - 1\frac{3}{4}) = (\frac{7}{2} + \frac{1}{2}) \div (\frac{4}{3} - \frac{3}{4}).$$

$$\frac{4}{3} \div \frac{1}{12} = \frac{4}{3} \times 12 = 16 = 1\frac{1}{2}. \quad \text{Ans.}$$

3.



Since 1 row = 7 cu. ft.,

$$: 5 \text{ rows} = 7 \text{ cu. ft.} \times 5 = 35 \text{ cu. ft.}$$

Since 1 layer = 35 cu. ft.,

$$: 4 \text{ layers} = 35 \text{ cu. ft.} \times 4 = 140 \text{ cu. ft.}$$

\therefore The block contains 140 cu. ft.

4. 100 per cent. = base, or amount to be expended.

100 per cent. + 5 per cent. = B + commission.

105 per cent. = \$492.45.

100 per cent. = _____ ?

$$\frac{\$492.45 \times 100}{105} = \$478.52 +, \text{ the amount to be expended.}$$

$\$478.52 \div 7 = 68$, the number of sheep, and \$2.52 left.

5. The *Liter* is the unit of capacity, and the *Gram* is the unit of weight. The *Liter* is equal in volume to a cube whose edge is *one tenth* of a meter. The Liter, then, is equal to $\frac{1}{1000}$ of a cubic meter.

$$6. P = \frac{I}{R \times T}. \quad 4 \text{ yr. } 3 \text{ mo. } 6 \text{ da.} = 1656 \text{ da.}$$

$$P = \frac{\$192}{.06 \times \frac{1656}{360}} = \frac{\$192 \times 360}{.06 \times 1656} = \$695.65 +.$$

7. (1) The am't of \$1 for 60 da. at 8 per cent. = \$1.01 $\frac{1}{3}$.

(2) $\$450 \div 1.01 \frac{1}{3} = \$444.07 +$, present worth.

(3) $\$450 - \$444.07 = \$5.93 +$, true discount.

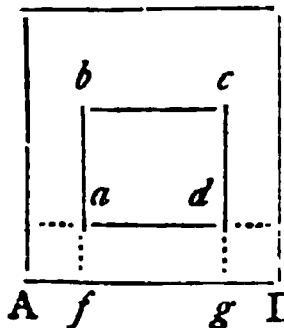
$$(4) \frac{\$8 \times 63 \times 450}{100 \times 360} = \$6.30, \text{ bank discount.}$$

(5) $\$6.30 - \$5.93 = \$.37 +$, the difference.

$$8. \left. \begin{array}{l} 67\frac{1}{2} \text{ bu.} : 250 \text{ bu.} \\ 12 \text{ ft.} : 8 \text{ ft.} \\ 5\frac{5}{8} \text{ ft.} : 4\frac{1}{5} \text{ ft.} \end{array} \right\} : : 2\frac{1}{2} \text{ ft. (?)}$$

$$\frac{2\frac{1}{2} \times 250 \times 8 \times 4\frac{1}{5}}{67\frac{1}{2} \times 12 \times 5\frac{5}{8}} = 2\frac{2}{9} \text{ ft. Ans.}$$

9. B C (1) A B C D = 10,000 sq. ft.



A f g D

(2) $\frac{1}{25}$ of 10,000 sq. ft. = 6400 sq. ft, the surface in the walk.

(3) 10,000 sq. ft. — 6400 sq. ft. = 3600 sq. ft. = $a b c d$.

(4) $\sqrt[3]{3,600} = 60 \text{ ft.} = a d \text{ or } f g$.

(5) $A f = D g$.

(6) $A D - f g = A f + D g$.

(7) $A D = 100 \text{ ft.}$ and $f g = 60 \text{ ft.}$

(8) $\therefore 100 \text{ ft.} - 60 \text{ ft.} = 40 = A f + D g$.

(9) Since $A f = D g$ and $40 \text{ ft.} = A f + D g$, then $\frac{1}{2}$ of 40 ft. = $A f$, the width of the walk.

10. Assistance should be given in the preparation of a lesson, when the lesson contains difficulties which you are certain the pupils can not understand without help, that the pupils may not become discouraged in their work. Give them such assistance as is necessary to bridge over the difficulties.

CORRECTION.—The answers to No. 8, in Sept. Journal, will not do. The question is: "What will be the cost of a draft of \$800, payable 30 days after sight, exchange being $1\frac{1}{2}$ per cent. premium, interest 6 per cent.?"

Correct Solution—\$1,015, course of exchange.

.1055, bank discount on \$1 for 33 days.

1.0095, cost of exchange for \$1.

$1.0095 \times 800 = \$807.6000$, cost of draft.

All calculations in exchange are based upon the face of the draft.

The above criticism is valid. The solution was founded on White, page 203, and given in great haste.

HISTORY.—1. Migration is largely influenced by climate, and by those things that depend upon climate, as modes of living, occupations, etc. Climate, in a general sense, is about the same along the same parallel, and hence a tendency in American migration to follow the parallels westward.

2. The "Puritans," as distinguished from the "Pilgrims," were the colonists of Massachusetts Bay, 1628-'30. The "Pilgrims" came in the Mayflower, and settled Plymouth, 1620. "Puritan" was a nickname, given in the sixteenth century to certain Dissenters from the Church of England, because of their demands in the matter of religious doctrine and discipline.

3. The colonies were compelled to unite, politically, through fear of Indian attacks, and because of encroachments by the European governments that they could not separately resist.

4. France, through interest in America and hostility to England, in 1778, concluded a treaty of alliance with the United States. The treaty was negotiated by Benj. Franklin and his associates. The main purpose of France was to injure England.

5. Rhode Island, under the lead of Roger Williams, and Maryland, under the lead of Lord Baltimore, were the colonies most conspicuous for legal religious freedom.

6. The English Navigation Act was intended to extend and increase the commerce of England by compelling her colonies to trade with her and with her only.

8. We have several American writers of history of general recognized eminence. Among them are George Bancroft, John Lathrop Motley, Francis A. Parkman, William H. Prescott.

READING.—In a former number the readers of the Journal were reminded of what can be found on the last pages of the Dictionary. The purpose of the present article is to set forth briefly some of the varied information that can be found on the first pages of this volume.

We begin with the Key to the Pronunciation, and the Explanations of the Key on pages 40 to 50 inclusive. Page 40 presents information, the most

important and valuable of any in the entire book. This key should be *learned* by every teacher, and by every pupil old enough to use a dictionary. It should be placed in a neat form upon the black-board, and should remain there permanently for reference, until the meaning of each diacritical mark has been learned and the sound of each letter or combination indicated by these marks can be given readily and accurately. This knowledge and skill are essential to any successful use of the dictionary in determining the pronunciation of the language.

The key is comparatively useless, unless a thorough study is made of the explanations of the key, which follow. Suppose one wishes to know how to pronounce *parent*. He finds the word in the body of the volume, and finds it divided *par-ent* with a caret over *a*, and a statement in parenthesis that it is sometimes pronounced *pa-rent* with a macron over the *a*. The average seeker after this knowledge will not notice the little figure 4 immediately following this statement, or else he will not know what it is there for. But without giving attention to that reference, he will know little more about the pronunciation of the word than he knew before examination of the dictionary. It is likely that he will at once conclude that the word is to be pronounced by giving the *a* the sound of short *a*, in *bat*, somewhat prolonged in quantity. The little figure was put there to send him to page 41 section 4, where he will find a full and clear explanation of what is meant and will be taught the accepted pronunciation of the word. Or he wishes to learn to pronounce the words *chance*, *grass*, *past*. A single dot over the *a* means nothing to him until he has mastered what is given in the *note* to section 6, page 41. The mispronunciation of these words, and others of the same class, by teachers and pupils who wish to avoid giving the short sound of *a*, in *at*, and thus fall into the worse error of giving it the sound of *a* in *father*, is torture to a cultivated ear. The proper sound is one difficult to acquire, but it is one of the finest sounds in the language.

Then, there is the sound of *e* in *verge*, *earnest*, and of *i* in *mirth*. What does the *tilde* over the *e* mean to him who has never studied section 14, page 42. It is probable that his pronunciation would lead one to infer that he spelled *mercy* and *mirth* with a *u*.

The writer has heard cultivated persons who prided themselves upon the correctness of their pronunciation speak the word *long*, giving the short sound to the *o* as in *not*. When the accuracy of this pronunciation was questioned, they pointed triumphantly to the *breve* over the *o* in the dictionary. Had they studied section 21 and note, on page 42, they would have learned to avoid the error of pronouncing the vowel in *long*, *cross*, *God*, as it is pronounced in *lot*, *flock*, and *sod*.

Enough has been said to suggest to every reader of the Journal who needs the suggestion, the importance of making a thorough study of these pages of the dictionary as a preparation for interpreting the meaning of the diacritical marks used throughout the volume.

There is other valuable information to which reference may be made at some future time.

GRAMMAR.—1. It is thinking *that* makes what we read ours.

3. *To be rich* is the object of many.

5. This I think I may at least say, that we should have a great many fewer disputes in the world if words were taken for what they are, the signs of our ideas only, and not for the things themselves.—*Locke*.

6. Him is a personal pronoun, objective case, and subject of the infinitive *to be*. *Honest* is an adjective, modifying *him*.

7. *Ohio* is an adjective, modifying *man*. *Office* is a noun in the objective case, governed by the passive verb, *has been promised*.

8. A civilized people has no right to violate its solemn obligations.

9. See any grammar for the answer to the ninth question.

10. *Who* is an indefinite pronoun, nominative case, and subject of *was*.

The Perry County Institute *Daily Review* was a lively little institute paper.

LOGANSFORT.—“Schools have opened nicely and very full.” J. K. Walts is still at the helm.

SPICELAND ACADEMY is prospering as usual. Clarkson Davis is still at the head, and this insures success.

The Scott County Institute published a daily institute paper—a 4-column folio—which indicated care, labor and “snap.”

Morgan Caraway has retired from the firm of Cline & Caraway, of Valparaiso, and the firm name now is G. S. Cline & Co.

Any one wishing to buy *eight* complete volumes of the Journal *cheap*, from '72 to 80, should write at once to Abbie M. Chase, Parkersburgh, Ind.

SALEM.—The public schools of Salem opened this year with a larger attendance than ever before. J. A. Wood is entering upon his fifth year as Supt.

The schools were adjourned in a large number of places in honor of the memory of President Garfield, and in a few appropriate memorial exercises were held in the schools.

Two different sets of questions were sent out by the State Board in August, and we can print only one set. This explanation will be serviceable to teachers examined on the other set.

LAWRENCEBURGH.—“Opened school with an enrollment of 660 first day. Every teacher worked on regular programme from first recitation. Everything of the most flattering character.” J. R. Trisler is still Supt.

THE STATE NORMAL has opened with a larger attendance than ever before, at the beginning of a school year. The new members of the faculty are reported as giving entire satisfaction, and the trustees are elated with the prospects of the school.

BENTONVILLE.—On Saturday, Sept. 24th, a new school house was dedicated in Bentonville. A large audience was present, and Prof. A. R. Benton delivered the principal address. The address was an excellent one, and well received by the people.

The manufacturing establishment of the "Union School Furniture Co." of Battle Creek, Mich., was recently destroyed by fire. The company has gone vigorously to work to re-organize, and soon the self-folding school seat will be on the market again.

Mrs. Lois G. Hufford last year taught a select school for girls in one of the rooms of her residence on East street, Indianapolis, which she had fitted up for the purpose. So well did she succeed that this year she is not able to accommodate all that apply for admission.

The School Board of Warren county have instructed the county superintendent to issue no license to a person under 19 years of age, to issue only one six-months' license to the same person, and to make a high standard as to morality and managing ability of teachers.

The Hadley & Roberts academy, Indianapolis, has opened under very flattering circumstances. An enrollment of 90 pupils insures success from the beginning. Hiram Hadley and J. B. Roberts are educators of recognized ability, and will make a school that will deserve a liberal patronage.

LEBANON—Has a public library, not large, but serviceable and growing. It is the result of the efforts of a few persons, principally teachers. The trustees gave the tuition money paid by non-resident pupils. Entertainments were given, and personal solicitations for contributions, did it. The same can be done anywhere.

NEW ALBANY.—The New Albany schools opened this year with an enrollment of only 19 less than the opening enrollment last year, which is certainly a good record, owing to the extreme heat that prevailed. The schools were well organized and running smoothly at the end of the first week. H. B. Jacobs still remains superintendent.

THE NORTHERN INDIANA NORMAL SCHOOL, at Valparaiso, has enrolled about 75 more students this term than ever before enrolled in a Fall Term. Thus it ever is— "more than ever before." When the school reaches an annual enrollment of 3000, the principal, H. B. Brown, intends to *marry*. This information can be relied upon as authentic.

FRANKFORT.—The schools this year are fuller than ever before. Every available room is occupied. Their teachers are using the half-day system—one set of children coming in the forenoon, the other in the afternoon. This is the best for primary children at any rate. Memorial services were held for the children in honor of the memory of President Garfield. R. G. Boone is still superintendent.

UNION CHRISTIAN COLLEGE.—The new catalogue of U. C. College is at hand. The institution is located at Merom, Sullivan county, on a beautiful

bluff of the Wabash. It is under the control of the Christian (New Light) Church, and is doing good work. Last year was the most prosperous for many years past. Rev. T. C. Smith, the President, is well known to many readers of the Journal, not only as a college man, but as a sound and practical common school man.

CLINTON COUNTY.—At the September meeting of the Board of Education, Trustee Smith, of Ross, moved that the wages of all experienced teachers of whatever grade of license, be raised 15 cents a day on account of said experience. Motter, of Madison, moved to amend that said increase be 25 cents per day. Amendment lost and original motion prevailed. On motion of Aughe, of Center, it was ordered that monthly reports of all the schools be required. The board then adjourned to meet May 1st, 1882.

PROCEEDINGS OF THE NATIONAL EDUCATIONAL ASSOCIATION.—A volume of the Proceedings of the National Educational Association at its last annual meeting at Atlanta, Ga., will be sent postage prepaid to any one sending \$2.00 to W. D. Henkle, Salem, Ohio. The names of all persons remitting \$2.00 will be printed in the volume in the list of members for 1881, provided the remittance be received before the printing of the names. Life membership in the Association costs \$20. The Secretary, W. D. Henkle, solicits correspondence in reference to the volumes of previous years, copies of those for 1865, 1866, 1873, 1874, 1876, 1877, 1879, and 1880, being still on sale.

MUNCIE.—The school trouble at Muncie still continues. At the opening of the schools two sets of trustees and two sets of teachers claimed control. The lower court had placed the McRae party ahead as stated last month, but a "restraining order" from the Supreme Court made things doubtful, and finally put the other party in power. The McRae party opened the schools, however, and when Mrs. McRae retired as principal of the high school she carried with her 70 out of the 85 pupils that composed the school. D. H. H. Shewmaker, principal of the largest district building, the other "disinherited" teacher, took with him *all* of his children, about 50 in number. They are both conducting private schools, waiting the final action of the Supreme Court, which is expected soon.

RISING SUN.—The trustees are wise, and therefore favor permanence in their school management. The Supt., P. P. Stultz, has just entered upon his eleventh year; I. B. Sherman upon his work for the sixth year as principal of the high school; Miss Lottie Latham has been in the school fifteen years, and Miss Anna Wilber eighteen years, and all the other teachers except one have been teaching in the school from three to six years.

Five minutes after the last ringing of the bell on the first morning the school was organized and every teacher was at work. As a proof of the popularity of the school, besides some fifty transferred pupils from adjacent districts, from four to six hundred dollars tuition per annum from non resident pupils is received.

JOKE.—Some jokes are like the gem "of purest ray serene"; they are born to be of no service. Occasionally, however, a joke will get out, as this

one did. While Mr. J. M. Olcott was speaking before the White County Institute, he referred to the brutal treatment which school-masters used to inflict upon pupils, and gave his own case as an illustration. He said that the master struck him on the back of the ear with a knife-blade, causing fearful pain. "Now," said he, appealing to the listeners, "what would you do if a master should treat you in that way?" No one answered. It seemed as if they would treat the matter with silent contempt. Presently Mr. David Mahoney, an aged Irish school-master, held up his hand. Mr. Olcott singled him out with a "What, sir?" "Shure, an' I'd cuss him," answered the devout son of the Emerald Isle. The reply was so unexpected and so emphatically rendered that it brought down the house. Mr. Olcott did not say what he did, but left them broad room for inference.

ZEKE ZONWELL.

THE STATE UNIVERSITY—NOTES.—The University Year began September 1st, with a good attendance. The new Freshman Class, of excellent quality, now numbers 68. The Senior Class has 20.....A fine Chickering piano, square grand, has been added to the equipments of the chapel. The Library, to which additions are constantly made, contains over 8,000 bound volumes.Prof. Van Nuys is absent on leave, for the recovery of his health. Prof. Samuel Garner, of the Johns Hopkins University, has charge of the Department of Modern Languages.....Dr. William T. Harris gives a five weeks' course of instruction, with daily recitations, in Pedagogy, to the Senior and Junior Classes, beginning September 27th.....Arrangements have been made by which any county superintendent can, on certain conditions, examine candidates for the Freshman Class. The questions are prepared by the University, and sent out under seal; the University also determines the value of the answers.....A scheme of post-graduate study has been adopted, by which any graduate may continue work for two or three years, and thus secure the degrees of Master, or of Doctor of Philosophy.....A general and historical Catalogue of the University is in preparation, by Dr. T. A. Wylie. It will give a full list of graduates, with residence, occupation, etc. Any one who has facts of value for such a work will confer a favor by communicating them.

RESOLUTIONS OF RESPECT.

WHEREAS, Our Heavenly Father, in his all-wise ruling has called from earth our beloved friend Aaron Pope, superintendent of Hancock county, Ind. ; Therefore be it

Resolved, That in the death of Prof. Pope this Association has lost a brother whose personal worth and noble character, whose warm, genial nature and high sense of honor have won for him an endeared and lasting remembrance among the teachers.

Resolved, That we tender our heartfelt sympathy to his bereaved family, praying that He who has promised to comfort the afflicted will sustain them in this hour of sorest trial.

Resolved, That as an expression of our sorrow and of our appreciation of his devotion to the great work in which he was engaged, we erect a monument to mark his resting place in the Greenfield Cemetery.

Resolved, That these resolutions be entered upon the record of this Association, published in the Indiana School Journal and the city papers, and a copy sent to the family of the deceased.

QUITMAN JACKSON, }
 ERELYN BROSIUS, } *Committee.*
 MARY E. SPARKS, }

COUNTY INSTITUTES.

WASHINGTON COUNTY.—The institute closed its most interesting and beneficial session August 26th. The enrollment reached 196. The principal instructors were James G. May, W. W. May, J. A. Wood, and C. C. Harper.

BROWN COUNTY.—We had a good institute. Supt. J. M. Bloss, H. B. Brown, A. E. Humke, and H. D. Voris, of Michigan, were among our workers. Enrollment 100; average attendance 78. Only 70 schools in this county. Our new Supt., S. P. Neidigh, is starting out well.

MORGAN COUNTY.—Institute held under the direction of Supt. Paxson. Was the most successful ever held in the county. Enrollment 170; general average 130. Instructors, H. B. Brown, Geo. P. Brown, W. A. Bell, F. P. Adams, H. D. Weir, A. E. Humke, and County Supts. O. P. McAuley, of Owen county, and S. P. Neidigh, of Brown county.

JEFFERSON COUNTY.—The Jefferson County Institute was held at Madison during the week of August 15th to 19th. Eli F. Brown, of the State Normal, and George F. Bass, of the Indianapolis schools, were in charge of the work, which was accomplished in a most admirable and satisfactory manner. Thanks are also due to A. H. Graham, of Columbus, Ind., and Supt. Thos. Bagot, of Ripley county. Enrollment 182; average daily attendance 120.

J. R. E. PHEASANT, Sec'y.
 O. E. ARBUCKLE, Sup't.

HARRISON COUNTY.—The institute passed resolutions complimentary to the county superintendent, W. F. L. Sanders, and others who assisted in making the institute a success, and closed with the following, which is good in two respects:

Resolved, That we tender our thanks to Prof. C. H. Wood for his untiring interest manifested in the cause of education, and for his exertions to put the Indiana School Journal in the hands of every teacher in the county.

WARREN COUNTY.—Warren County Normal and Institute, the most successful ever held in this county, closed to-day. Prof. C. W. Hodgkin was with us during the five weeks, and did excellent work. He was also assisted by H. B. Brown, of Valparaiso, and by Mrs. Eva Kirsch, teacher of Elocution, of Chicago. Teachers enrolled at the Normal, 67, and at the Institute 100. Supt. Nebeker worked hard to make the normal and institute a success, and may well feel gratified at the result. Prof. Hodgkin has been invited to take charge of the Normal of 1882.

Sept. 2, 1881.

ELMER E. KELLEY, Sec'y.

MARTIN COUNTY.—The Martin County Institute was held at Loogootee, commencing August 29th. The attendance was good throughout the entire session, with a total enrollment of 213. Profs. Beattie and Lugenbeel, assisted by Supts. Geeting and Williams, did valuable work. The work was appreciated by all who were so fortunate as to be in attendance. The closing hours of the institute were devoted to the passing of resolutions, among which was one warmly endorsing the course adopted by Supt. Williams in grading teachers' license, and his general management of the schools of his county. The institute was far better than any ever held in the county before, and great praise is due Supt. Williams for his efficient management of the institute and the schools of Martin county.

SULLIVAN COUNTY.—The annual session of the Sullivan County Teachers' Institute was held August 22–25. Supt. Jas. Marlow procured the assistance of W. H. Fertich, of Mishawaka; O. Craig, of Sullivan, and W. H. Cain, of Carlisle. Total enrollment 120. Very able lectures were given during the week by Mr. Fertich on "Manhood;" Mr. Cain on "Defects and Remedies;" also a public elocutionary entertainment by the former. Supt. Marlow is still at the helm of Sullivan county schools, and has performed a most creditable work in grading them systematically. Through his careful supervision and the labors of our instructors the week was profitably spent, and it will be through no fault of theirs if teachers go out into the field in armor not fitted to them.

S. E. HARRISON, } Secy's.
J. H. WOOD, }

PERRY COUNTY.—The Perry County Teachers' Institute convened in the Academy Hall, at Cannelton, Monday, August 22d, 1881. The attendance was large, the enrollment of teachers reaching 113. The principal instructor was E. A. Bryan, of Grayville, Ills. Mr. Bryan is an excellent worker, and gives general satisfaction. Many other prominent instructors were present, which, with our home talent, served to make our institute a grand success. A prominent feature of the work was a paper published in connection with the institute, which created quite an enthusiasm among the teachers. Perry county has quite an energetic class of teachers, whose influence with the co-operation of the citizens, has served to attain a greater degree of excellence in our institute than ever before known. So enthusiastic have the teachers and citizens become over the work of the institute that they have unanimously voted to have a two weeks institute for next year.

ISRAEL L. WHITEHEAD, Supt.

WHITE COUNTY.—The teachers of White county held their annual County Institute beginning Sept. 5th. To say that it was a grand success but inadequately expresses the prevailing opinion. From Monday until Friday the teachers listened to useful and practical lessons by Messrs. Royer, Irelan and others. These were varied by interesting discussions on various school topics, in which all teachers engaged. On Friday the teachers were honored by the presence of our State Superintendent, John M. Bloss, and J. M. Olcott, former Supt. of Terre Haute schools. Mr. Bloss delivered an evening address on "Civilization of to-day as compared with 1301." His address was concluded by a most pleasant and agreeable social. The enrollment reached 138. Great credit is due the county superintendent, William Guthrie, for the manner in which he conducted the meeting.

ZEKE ZONWELL.

SWITZERLAND COUNTY.—We have seldom spent a more pleasant week than that of our county institute, which convened at Vevay, August 15, 1881. Vevay was crowded with visitors and teachers during those five days. To the wise management of our county superintendent, J. R. Hart, the success of the institute is attributed. After the first day, which was spent in getting matters in "running order," institute grew better each day. Among the principal workers were Jesse H. Brown and J. M. Olcott, of Indianapolis; H. B. Voris, of Pleasant; P. P. Stultz, of Rising Sun; Miss Mary A. Rous, Vevay. Interesting lectures were delivered by Drs. Freeman and Woollen which were appreciated. Prof. Brown delivered an instructive evening lecture on "Drawing." On Wednesday evening a large audience gathered to hear Dr. Fisher on his "Travels in Norway." After his interesting lecture the crowd repaired to the residence of Maj. Patton, where they spent a delightful evening and were treated to a bountiful repast, furnished by the county superintendent. Thursday evening was the occasion of the Institute Musical and Literary Entertainment, which was very highly appreciated by a crowded house.

DEARBORN COUNTY.—The Dearborn County Teachers' Institute was held at Moore's Hill, beginning August 22d, 1881. The enrollment the first day reached 75, which was increased from day to day till it reached 155. The institute was promptly organized by County Supt. H. B. Hill, and the work of the institute commenced at 10 A. M. Monday. The instructors were J. P. D. John, of Moore's Hill College; O. P. Jenkins, J. R. Trisler, H. F. Shonwalter, G. W. Dale, and the county superintendent. Never was an institute held in this county where more interest was manifested by the teachers. The Syllabus of Institute Work prepared by the S. B. E. was followed closely and proved to be the right thing. There has been too much incoherent work in the county institutes, and it is to be hoped that the new system will be kept up and improved from time to time till the work done in the county institute will meet the demand of the school-room.

At the close of the county institute the "division institutes," six in number, were organized for the year. These institutes proved to be very successful last year, and they will be conducted in about the same manner this year.

The county teachers' association was also organized at the close of the institute. This association meets every other month, and alternates with the division institutes. It is largely attended, and is doing much good in the county.

Dearborn county is alive in her school interests, and the success of the work is largely due to the influence and energy of our worthy county superintendent.

J. H. VAN HOUTEN, Sec'y.

ELKHART COUNTY.—Elkhart County Institute convened September 5th, Supt. Swart, chairman; 164 teachers in attendance. Instructors, Hon. J. M. Bloss, State Supt. of Public Instruction; A. P. Kent, Supt. Elkhart schools; S. D. Crane, Supt. of La Grange county; A. Blunt, Supt. Goshen schools; E. B. Myers, Elkhart; L. W. Langworthy, Bristol; Messrs. Melh, Nusbaum, Spohn. The subjects presented were confined to the branches taught in our common schools. Great enthusiasm and interest was manifested throughout the entire session, evinced by the prompt and regular attendance. During the session we were favored by lectures from Hon. J. M. Bloss and Hon. H. D. Wilson, which were well-timed and abounding with instruction. Mention is also necessary of the rare intellectual feast presented from the able pen of Mrs. Blunt.

Institute closed with the wish that it might be the good fortune of all to enjoy the return of many more as pleasant and instructive. The following are a few of the resolutions that were adopted:

Resolved, That we commend the action of our county superintendent in grading teachers closely, thus affording the better class of teachers more opportunity to secure positions by dropping the poor ones from the ranks, and that we appreciate his efforts toward making the institute a success.

Resolved, That we favor the plan—adopted by some of our trustees—of paying teachers according to the grade of license held.

Resolved, That we hereby ask the trustees to call the township institutes on the Saturday *before* the opening of the schools.

STANFORD WILLIARD, Sec'y.

FAYETTE COUNTY.—The Fayette County Teachers' Institute was held at Connersville, beginning August 15th, Supt. J. S. Gamble presiding. It was the termination of the County Normal, which had convened for the past four weeks. Although Fayette county is lacking some in size, she furnished an average daily attendance of 75 teachers. About 60 of these are teachers in the county; the remainder preparing to teach. The variety and efficiency of the instructors furnished abundance of acceptable food for the institute.

Prof. McFarland, of Columbus, Ohio, who has labored with us for the past four years, was here, and did good work in mathematics. Prof. A. R. Benton, of Butler University, was present and did some good institute work, and delivered an excellent lecture on "The History of Roman Law." Dr. R. T. Brown, of Indianapolis, worked with us and gave us some valuable information in his lecture on "The Rocky Mountains."

F. P. Adams, of Danville, and Mantie E. Baldwin, of the Valparaiso school, were present, and by their commendable work won the praise and the

esteem of each and every member. Mr. Hays, and Keltner, of Clay county, labored in the institute very acceptably.

Through the untiring energy of our Supt., J. S. Gamble, both our normal and institute stand without a parallel in the history of Fayette county.

JOHN C. STEWART.

SCOTT COUNTY.—The institute was held at Scottsburg, beginning August 29th. The exercises, for the most part, were conducted by home teachers, assisted by F. E. Andrews, of Sellersburg. Fifty-five teachers are employed in the public schools of the county, and the enrollment reached near 100. The attendance was very good. Every teacher seemed interested in the work. One interesting feature was quotations from noted authors. Exercises were given each evening except Friday evening, and were well attended. As the exercises were drawing to a close Friday afternoon an alarm of fire reached the institute, and all went immediately from the room to western part of town, where Sapinsky & Steinberg's stove factory was rapidly burning. Several of the teachers returned to the Court House and closed the institute in "due form." Thus ended a week's work that had been very interesting until within half an hour of its close.

J. F. ERVIN,
MINERVA E. CRAVENS, } Sec'ys.

CRAWFORD COUNTY.—The institute of this county convened on the 20th of August. W. H. Harper, of the Southern Indiana Normal, and Prof. Beck, of the Indiana State University, were the principal instructors for the week. Their work gave general satisfaction and was highly appreciated by all present. The enrollment reached the unusually large number of one hundred and fifty, more than one hundred of whom were actual teachers. J. S. Hall, the present county superintendent, is stirring old Crawford from center to boundary, and is distinguishing himself in his efforts to elevate the professional standard of teaching. Our instructors from abroad both said that the teachers of this county would compare favorably with those of any other county in the state. We propose to be second to none.

JNO. R. WEATHERS.

ADAMS COUNTY.—The Adams County Teachers' Institute was held at Decatur during the week beginning September 5th. It was largely attended by the teachers, and the county superintendent felt a just pride in the manner in which everything was conducted. Prof. J. C. Macpherson, Supt. of Wayne county, was present on Monday and Tuesday. On Monday evening he lectured on "Language," and on Tuesday evening on "Boys' Rights"—both admirable. On Thursday Miss Mantie Baldwin was engaged in several recitations and lectures, each of which was a gem. On Thursday evening she delivered an eloquent lecture on "Our Mother Tongue." The large courtroom was filled to repletion with a fashionable and intelligent audience, which was charmed with the lady's talk.

The enrollment was 79 gentlemen and 32 ladies. Average attendance, ladies 28.3, gentlemen 66½. Total enrollment 111. General average 95.1. The roll was called twice a day, at no regular time; hence the figures very

correctly voice the actual attendance. The scope of the work was practical, and such as will enter into the actual, everyday work of the teachers.

The superintendent of Wells county, W. H. Ernst, was before the institute on Wednesday, day and evening. His work was valuable. Messrs. Hastings, White, and Walters, home teachers, did excellent work, and a great deal of it. Simply spoken, the institute was a success, and closed up with a long list of subscribers for the *Indiana School Journal*—a proof that Adams county teachers are interested in education.

HENRY COUNTY.—We do not conduct our county institute here as usually done. We have no secretary, committee, or programme, etc. I arrange the outline for work weeks before the institute, notify the workers of their several subjects, the time in the day the subject will be discussed, and amount of time to be occupied. A certain part of each day is assigned to miscellaneous exercises. The morning the institute meets, the first half-hour I call on some of the teachers to help in getting the enrollment; afterwards I designate some one to continue to enroll teachers as they arrive, without taking time of the institute. We call the roll only once, the last day in the afternoon. Those present announce the number of half-days they have attended. Those then absent have some one to answer for them their attendance. Members of the institute are not expected to leave the room without permission. Thus the whole time of the institute is concentrated upon the work in hand, which moves along in its regular course, never deviating from the regular programme unless something uncommon should happen.

The attendance of our institute and interest has greatly increased of late years. The average attendance this year of actual teachers was 127, almost every teacher in the county being present.

TIMOTHY WILSON.

[The above was not written for publication, but we take the liberty, as it contains some new and valuable suggestions.—ED.]

PERSONAL.

D. G. Murray teaches at Antioch.

S. M. Cart goes to Tama City, Iowa.

G. L. Harding is principal at Leesburg.

Wm. Van Wymer is principal at Milford.

A. H. Elwood will remain at Silver Lake.

W. H. Cain is Supt. of the Carlisle schools.

J. P. Dolan "wields the birch" at Syracuse.

I. O. Jones goes from Geneva to Monroeville.

W. A. Foster is principal of the Knox schools.

N. T. Groves is the head of the Tell City schools.

A. C. Kent. remains Supt. of the Elkhart schools.

J. M. Daniel, of Troy, takes the schools of Jasper.

J. H. Groves is still Supt. of the Cannelton schools.

F. C. Cassel is principal of the schools at Irvington.

S. E. W. Coulter is principal of the Patriot schools.

G. W. Julien is principal of the high school at Delphi.

J. B. Munger is principal of the schools at Churubusco.

Samuel Resser is at the head of school affairs at Etna Green.

C. T. Lane is re-elected principal of the Ft. Wayne high school.

Jas. F. Erwin has charge of the Austin graded schools this year.

Harvey Lucas, formerly of Ogden, will superintend the Troy schools.

O. Craig remains Supt. of the Sullivan schools on an increased salary.

J. J. Mills remains assistant Supt. of the Indianapolis schools, at a salary of \$1800.

H. B. Jacobs is now serving his ninth year as Supt. of the New Albany schools.

G. F. McAlpine, former Supt. of Kosciusko county, is now Supt. of the Pierceton schools.

R. V. Carlin is now Supt. of the schools at Angola *vice* L. R. Williams, elected county treasurer.

Wm. J. Vickery, a graduate of Oberlin College, is the new principal of the Washington high school.

Miss Armada Paddock, last year of the city training school, is this year in the Indianapolis high school.

S. E. Miller is still Supt. of the Michigan City schools. He has been there for thirteen or fourteen years.

(John Ogden, principal of the Central Normal school at Worthington, O., has removed the school to Fayette, Ohio.

T. J. Sanders, for three years principal of Edon schools, is now superintendent of the public schools of West Unity.

Arthur Powell is principal of the high school of Bucyrus, O. He was superintendent of the schools of St. Paris last year.

Lewis H. Jones, who was last year 2d assistant Supt. of the Indianapolis schools, this year takes charge of the city training school.

H. L. Rust, for many years principal of the Second District school, Indianapolis, is this year a member of the high school faculty.

Dr. John S. Irwin still holds sway at Fort Wayne. The Doctor knows a good school when he sees it, and is an indefatigable worker.

Hon. E. E. White, Pres't of Purdue University, was robbed in Cleveland, while attending the funeral ceremonies of President Garfield.

Miss N. Cropsey is still Supt. of the primary schools in Indianapolis. She has filled this position with great acceptability for about 15 years.

Samuel E. Harwood, of Illinois, is the new Supt. at Spencer. He succeeds Mrs. C. W. Hunt, who had been Supt. for six or seven years.

D. A. Graham, who took second honors in graduating from the Princeton high school in 1880, takes charge of the colored school in Washington.

P. H. Kirsch has been re-elected principal of the Linden schools. This is his second year. Mrs. Eva Kirsch, the elocutionist, assists him this year.

J. W. Caldwell has removed his family from New Castle back to their old home at Seymour. Mr. Caldwell is at present at work for Van Antwerp, Bragg & Co.

P. P. Stultz, who has just entered upon his eleventh year as Supt. of the Rising Sun schools, was during the summer elected Supt. at two other places, but the Rising Sun trustees refused to give him up.

M. B. Anderson, of the Indianapolis high school, while in Europe, was elected to the professorship of Modern Languages of Knox College, Galesburg, Ills. He has accepted the place, and will fill it well.

W. C. Washburn, for several years principal of the schools at Charlestown, has accepted a position in the Cincinnati schools, and so becomes a Buckeye. Ohio gains and Indiana loses an active, energetic, efficient teacher.

Cyrus Smith, formerly of Indianapolis, but for many years past of Jackson, Mich., for fifteen years the popular agent of Van Antwerp, Bragg & Co., has changed houses and is now agent for Sheldon & Co., with headquarters at Indianapolis. Strange—surpassing strange, but nevertheless true.

W. H. Wiley, Supt. of the Terre Haute schools, has been in feeble health for two or three years past, but after spending the last vacation recuperating in the North, returns to his work feeling and looking much improved. He needs to learn to "shirk" hard work for a year or more, and then practice the art, or he may be compelled to "lay up" entirely.

Supt. Lucky, of Adams county, was lately the recipient of an elegant present from the teachers of that county. At the close of the institute on Friday evening, September 9th, Mr. Walters, on behalf of the teachers, presented to their chief a handsome easy chair. Astonished, surprised and delighted as he was, the superintendent managed to say a few eloquent words of thanks and—sat down.

D. Moury, formerly Supt. of Elkhart county, is now principal of the Normal Department of "Central Tennessee College," located at Nashville, Tenn. He will also lecture on Pedagogics in the colleges at Atlanta, Georgia, Holly Springs, Miss., and at New Orleans. Mr. Moury is an active, energetic school worker, and will make everything move that he takes hold of.

Timothy Wilson, the Supt. of Henry county, was made to feel that his teachers appreciated his services, and it came about in this way: Near the close of the county institute he was surprised by being presented with "Shakespeare's Complete Works, bound in three volumes, handsomely illustrated, and several other valuable books." Served him right.

Hon. Geo. W. Hoss, so widely and so favorably known in this state, as most readers of the Journal know, is editor and proprietor of "The Educationist," the state educational paper of Kansas. Dr. Hoss's many friends will be glad to know that he is well and meeting with good success in his present enterprise, the *increase* in the circulation of his journal reaching 1000 within the past two months.

Amanda P. Funnelle, for many years teacher of Methods in the State Normal School at Terre Haute, has been elected principal of a city training or normal school for the city of Detroit, Mich. She is to organize the school. Having organized the Indianapolis training school, and been its principal for several years, the work will not be new to her. Miss Funuelle is a woman of extraordinary ability and training, and Detroit has secured a great prize in her.

Austin Craig, D. D., President of the Theological school at Stanfordville, N. Y., died recently at the age of 58 years. He was a Professor in Antioch College in the time of Horace Mann, and while the writer was a student there. He was a man of large learning, but will be remembered chiefly for the beauty of his character. Horace Mann once said of him: "Austin Craig approaches more nearly to my ideal of Jesus Christ, than does any other man I have ever known."

A PORTRAIT OF DR. HOLLAND.—There is hardly a literary man in America whose writings have been more widely read than those of Dr. J. G. Holland, nor one whose name is better known among the people. It is said that nearly 600,000 copies of his books have been sold, to say nothing of the enormous sale each month of *Scribner's Monthly*, over which he presides as Editor-in-chief. The Century Co., publishers of *Scribner's* (to be known as "*The Century Magazine*" after October), will soon issue a portrait of Dr. Holland, which is said to be a remarkably fine likeness; it is the photograph of a life-size crayon-drawing of the head and shoulders, recently made by Wyatt Eaton, and will be about the size of the original picture. It is to be offered in connection with subscriptions to *The Century Magazine*.

PREPARING FOR THE WINTER-S-C(H)OOL.

Clifton Scott, principal of Orleans schools, was married Sept. 3d, to Miss Albertson. He remains at the head of the Orleans schools.

L. E. Smedley, Supt. of Putnam, recently apologized for a little delay in answering a letter on the ground that he had been getting married. All right, the excuse is a good one.

W. A. Hosmer, Supt. of Laporte county, was married on the evening of Sept. 20th, in Laporte. County superintendency, already popular, will increase in—popularity in this county.

T. G. Alford, recently elected Supt. of the Vevay schools, well known high school teacher in Vincennes, Washington and Rockport, was recently married to Miss Effie Wilson, of Rockport. This is as good as a state certificate.

Robert C. Duncan, late principal of the high school at Washington, was married to Miss N. J. Cauthers, August 25th. Mr. Duncan takes charge as principal of Oakland City schools, his salary being increased about 50 per cent.

 BOOK TABLE.

The Lariat—Is the name of the Wabash College paper, edited by "The Boys." It is filled with matter of interest to students, former students, and friends, and is gotten up in good taste. May it prosper—all but its "old foggy," anti-co-education ideas.

Educational Review—Vol. I. No. 1. Pittsburgh, Penn., September, 1881. This is the way it begins. This first number is excellent, and ought to be, as it cost the life of three other school papers: *Educational Voice*, *Alleghany Teacher*, and *Teacher's Advocate*. A. J. Palm and I. W. Fitch are proprietors and editors.

Our Little Ones has closed its first volume, and instead of falling below the high standard of excellence exhibited in its opening number, as is often the case, each succeeding number seems to have been an improvement upon its predecessor, until the last is the best.

The Journal is unable to suggest any improvement, as to either matter, style, type, or engravings.

Practical Rules for Piano-Forte Playing. By P. J. Merges. Philadelphia: Lee & Walker.

Different Forms of Touch, Finger Exercises, all Forms of Scales and Arpeggios, Rules of Fingering, Octave Playing—are treated in a practical, common sense manner, and the work will commend itself. It is a convenien

little work to look at before the teacher begins, and rubs up dull spots after the teacher has gone.

Farm, Herd, and Home, is the name of a new paper just started in Indianapolis, with Austin H. Brown and A. Abromet as proprietors.

The paper is what the name indicates—a monthly publication for the farmer and his family. It looks well and reads better. With such a man as Mr. Brown as editor, and such a man as Mr. Abromet as business manager, the paper will doubtless deserve to find its way into thousands of Indiana homes.

Stevens' School News, is the name of a paper issued for the first time, in Indianapolis, Sept. 1, 1881. This paper is an effort to connect school knowledge with practical life. Each number will contain a summary of all the important news of the world, for the month. It is often difficult to gather from the daily or weekly paper the facts concerning important events, in such a way as to understand them. This summary will save hours of reading. It is just what every one, especially what every teacher needs—he needs it for himself and he needs it for his school. Price 35 cents a year.

Elementary Lessons in English for Home and School Use. By Mrs. N. L. Knox. Boston: Ginn & Heath.

Part First of the above work is devoted to "How to speak and write correctly." The first 45 pages are "The Teacher's Guide," and will be worth the price of the book to most primary teachers. The body of the book is largely devoted to "Model Lessons," "Exercises," "Development Questions," etc. The book is based on the idea that "The child must do in order to know. He learns to speak by speaking; to write, by practice in writing." "How to do it" would be an appropriate title for this unique little book.

Elements of Chemistry. By Elroy M. Avery. New York: Sheldon & Co. Cyrus Smith, Indianapolis, Agent for Indiana.

This book is comprised in about 350 pages, and contains all of Chemistry that is usually learned in high schools and in an ordinary college course. The author has selected the most practical basal facts of the subject and presented them in a simple and clear manner. The illustrations are numerous and apt. Every experiment is planned with reference to inexpensive apparatus, and valuable suggestions are made to assist both teachers and students in their work. The thought of the book is to have the student *do the work*, not to commit to memory symbols and theorize.

Education, the international bi-monthly for Sept. and Oct., conducted by T. W. Bicknell, of Boston, is at hand. This is the first number of the second volume, and fully sustains the high character of the magazine. The following subjects are discussed by eminent educators: Education and Sanitation; The Loss and Recovery of Classical Manuscripts; The Teacher's Work in the Development of Mental and Moral Power; German Universities; Real Education; Relation of Academic to Professional Work; Notes on an Infant; Kant and his English Critics; Editorial and Miscellany.

Barring the exceeding bad taste of the editor in placing a fierce looking picture of himself as a frontespiece, the volume is an excellent one.

The October *Wide Awake* is notable for the inauguration of a Reading Union for the young folks, giving a Reading Course for the month of sixteen pages. This will be a regular feature, *forming a permanent enlargement* of the magazine. Law papers for little citizens, Magna Charta stories, Health and Strength papers, Musical biographies, a series about the ocean, articles telling How To Do Things, The Wise Blackbird's page, and Natural History explorations, constitute an attractive and valuable miscellany for the first year. The Union has been named for Chautauqua, "Chautauqua Young Folks' Reading Union," (C. Y. F. R. U.) in honor of Chautauqua's great clientele of young people who have adopted the Course of Readings here given. D. Lothrop & Co., Publishers, Boston, Mass.

New Manual of General History. By John J. Anderson. New York: Clark & Maynard. J. D. Williams, Chicago, Western Agent.

Mr. Anderson is the well-known author of "History of the United States," "History of England," "History of France," etc. He is a practical teacher himself, and knows what young people need and will readily learn. The volume on "Ancient History" is comprised in 300 pages, and yet the main facts and characteristic features of each nation are comprehensively given. In short, the aim of the author in this *New Manual* has been to make a *Complete Course of History* sufficiently brief for such educational institutions as have not the time to take their students through separate text-books on the different nations, but desire a course that can be completed in one or two ordinary academic terms:

THE CHANGE OF NAME.—In the recent sale of stock by Charles Scribner's Sons, a condition was made that the Scribner name should be taken from the company and its publications. In pursuance of this agreement, the name of the corporation has been changed to The Century Co. and the name of Scribner's Monthly will also be changed, at the beginning of the next volume, to The Century Magazine—the old name being continued as a sub-title for a year thereafter. Dr. Holland remains as the Editor-in-Chief of Scribner's Monthly, and Mrs. Dodge in charge of St. Nicholas—the business management and the controlling interest being in the hands of Mr. Roswell Smith. Advantage will be taken of the beginning of a new series to enlarge the page, thus enabling The Century Magazine to admit pictures of a larger size than could be used in Scribner's, and thus to give the equivalent of about fourteen pages more of reading matter. What Scribner's has been in the past, that, in a higher degree, will The Century Magazine be in the future.

Lippincott's Popular Series of Readers. By Marcius Willson. Philadelphia. J. B. Lippincott & Co. E. H. Ely, 156 S. Clark St., Chicago, Agent for the Northwest.

This series consists of five books, with a *supplementary* volume to be used as a Reader or a Speaker. The author is well known to the educational world

as the author of another series of Readers, of School Charts, etc. This series differ radically from his former series, but still the author retains his original idea that a child can be taught to read *sense* as easily as it can be taught to read *nonsense*; that the reading lesson may as well contain valuable information as idle trash; that the voice can be as well trained in the utterance of good thoughts, as in the expression of the prevalent "common-place." The books contain a vast deal of valuable information, and, after a careful examination, we conclude that they give all desirable variety in style of composition and scope in vocal drill. The two lower books are largely conversational in style, and the characteristic of the others is the "continuous narrative" idea. The stories add interest.

The books are *admirably* illustrated and gotten up. For beauty they are equalled by but few, and excelled by none.

BUSINESS NOTICES.

TEACHERS WANTED—To examine the *American Juvenile Speaker and Songster*. It contains 40 pp. songs with Gymnastics in song, march and exercise songs; 50 selections for declamations or supplemental reading lessons; 11 pp. choice thoughts for memorizing; and 17 short, spicy dialogues. 127 pp., bound in board, 40 cents.

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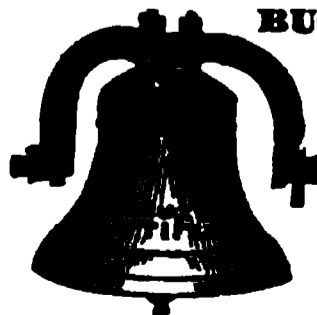
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READING AND COMPOSITION-WRITING.

MARY A. MCGREGORY.

TO GAIN the excellence of private tutorage and to avoid the "machinery" which is the chief fault of our public schools, attention should be given to the individual pupil. One of the first duties of a teacher is to find out just what books each pupil has read within a definite time. This will determine which pupils are reading too much consistently with good school-work, which ones are not reading enough, and also the taste in reading of each one.

With these data, the teacher can know whom to restrain in reading, whom to encourage, and she can gradually lead all to read better books. If she finds that all the pupils have read some one book, she will have a basis for the first composition. Another duty is to make a list of good and entertaining books, and to ascertain how many pupils have read each or any of these. If such a list be kept on the black-board, one title may occur to a pupil, when perchance he returns to the public library a worthless, or at least a trivial book, and aimlessly asks himself the question, "What shall I read next?" These books, however, must be interesting, else having tried one and found it dull, he will judge all to be of the same sort.

Why could not an arrangement be made by which a large number of library cards might be at the disposal of the teacher, say six for books to be used in the school-room, either with reference to a subject which the school is considering or in illustration of it, and fifteen cards on which the teacher could draw books to loan her pupils.

A good training for the memory, and in expression, and also for rapidity in transferring thoughts to paper, is writing what is remembered after hearing the teacher read some sketch to the pupils. If the work is to be elaborated into a composition, the title of the book should be unknown to the pupils, lest some avail themselves of a private reading with injustice to the others. Even if in the memory sketch, new incidents are introduced, it is all the better, as it thus affords a suitable exercise of the imagination. An illustration of this would be writing after hearing the story of the Golden Fleece, as given by Charles Kingsley or Hawthorne; and as in it many unusual names occur, it is well before reading to have on the board for reference a list of names such as the following :

ORPHEUS, one of the best and earliest players on the lyre.

CHIRON, an ancient teacher, always on horseback.

ARGO, name of the first ship which made a long voyage.

MEDEA, a sorceress of Colchis, etc.

An exercise of this kind has this value, that it obliges pupils to use their own words, whereas, in preparing to write by reading on a subject, there is great temptation to excessive use of quotations.

In considering an author as a theme for composition—for example, Longfellow—let the teacher read a favorite poem, and talk with the pupils about the author, and the allusions in the selection read, making the exercise as conversational and informal as possible. Then, if a sufficient number of “Longfellow’s Poems” can be distributed, let each turn the pages of his volume, until something pleasing strikes the eye of some one, who then may read it, and tell why he likes it, and others will soon follow. Those who do not own the book may borrow from the teacher to take home, and before the next “composition day”

let all read more or less as each one chooses, as reading, to be profitable must be pleasurable, and therefore voluntary.

On that day the teacher can say to one and another, "What poems have you read, and which do you like best, and why?" The responses may lead some to read what they otherwise would not. Other questions might be, "Have you ever seen any tableau, with a subject taken from Longfellow?" "What story did it illustrate?" "From what poem is this story taken?" Supposing it to be where John Alden presents to "Priscilla, the Puritan Maiden," the suit of Miles Standish, the questions might be, "Do you know the locality where this story is laid?" "Have you ever known any descendants of John Alden?" "Have you ever seen any pictures illustrating the persons of this story?" "In what other books could one learn anything about the circumstances mentioned in the poem?"

Such a conversation should introduce the pupils to the subject on which they are to write, before it is formally assigned.

It seems as if the study of composition should go hand-in-hand with that of history and literature.

Generally, subjects should be assigned to young people, in order to secure both original work and just comparison, although the choice between three or four subjects may be given the pupils of a school.

Subjects may be drawn from the scientific or mechanical world, as the description of a telephone or a locomotive engine. They may be mythological, as Hercules; biographical in the department of history, as Charlemagne; of literature, as Mrs. Browning; of travel, as Bayard Taylor; of art, as Joshua Reynolds; descriptive, as the Pyramids and Sphinx of Egypt; reviews of interesting stories; letters, as writing to a friend the way one has passed a Christmas holiday; and original as appealing to the imagination, as in the oft-told journeys of a pin, or a drop of dew.

If the subject assigned be one that requires the consulting of authorities, let a list of general reference books, with the date of publishing, be on the board, such as the following:

Encyclopædia Britanica (Old, 1860; New, 1878.)
 American Cyclopædia (1874.)
 Johnson's Encyclopædia (1878.)
 Chambers's Encyclopædia (1874.)
 Lippincott's Pronouncing Biographical Dictionary (1870.)
 Zell's Encyclopædia (1871.)
 Anthon's Classical Dictionary (1873.)
 Allibone's Dictionary of Authors (1870.)
 Allibone's Great Authors of All Ages (1879.)
 Chambers' Cyclopædia of Literature (1874.)
 Duyckinck's Cyclopædia of American Literature (1856.)
 Drake's Dictionary of American Biography (1872.)
 Appleton's Cyclopædia of Biography (1854.)
 Knight's American Mechanical Dictionary (1877.)
 Appleton's Dictionary of Mechanics (1874.)
 Spooner's History of the Fine Arts (1867.)
 Davenport Adams' Dictionary of English Literature (1878.)
 Taine's English Literature.
 Cleveland's English Literature.
 Shaw's English Literature.
 Men of the Times (1875, or later, as it is a serial.)
 Brewer's Reader's Handbook (1880.)

With a copy of this list in hand the pupil will be equipped, when doubtful what to ask for, he encounters the long rows of reference books in the public library.

For a special subject, a sufficient number of titles of suitable authorities on that theme, with the library numbers of the books, should be before the pupil.

It would be well if there could be in the public library an officer like Emerson's wished-for "Professor of Books," who should assist those teachers or pupils desiring to find what books in the library refer to a given subject. Such an officer would be a great help to those working in "literary clubs," where essays are expected, as well as to private students.

Many pupils not having home libraries do not know how to use reference books; to illustrate, if they wished to find what an encyclopædea contains on any given subject, they do not know

they must seek it in its alphabetical place, and if they do not readily find it, must continue the search through the whole range of topics which have a bearing on the subject. If they look in a Biographical Dictionary for the name of a living author, they must first see its date of publication; for example, they must not expect to find the name of James Russell Lowell in Allen's American Biographical Dictionary, since it was published in 1857. They must also be taught to find the date of a book from the preface, rather than the title page.

Many pupils do not know how to find rapidly a given word in a dictionary, and they need also to learn the value of consulting the appendix.

When instruction has been given in the use of books, the subject discussed, a list of suitable references furnished, let a proper analysis for the composition be placed on the black-board, like the following, if the pupils were to write about Addison:

1. Place and date of birth. Parentage.
2. Advantages of schooling. { Where?
How many?
How employed?
3. Life business. { In the world.
In letters.
4. Social opportunities.
5. Death. Burial.
6. Chief writings. (Let the pupil mention what he has read.)
7. General style. { Faults. } So far as noticed by the
Excellencies. } pupil.

Let also a list of directions, properly numbered, which never varies for any essay, be placed on the board, and let the teacher use these numbers in the wider margin in correcting errors in the different compositions, as—

1. Neatness.
2. Margins. { Left-hand side, one-half inch.
Right-hand side, one-quarter inch.
For new division of subject, one line.
3. Write the topic in the middle of the first line.
4. Leave a space of one line below this caption.
5. Begin each sentence with a capital.

6. Spell correctly.
7. Punctuate properly.
8. Be careful about choice of words.
9. Do not abbreviate.
10. Use words in the right order.
11. Introduce only short quotations, and let them be properly marked.
12. Do not divide proper names, short words or syllables, at the end of a line.
13. Let the treatment be complete and concise.
14. Introduce only subject-matter.

As much as possible of the criticism by the teacher should be made in the presence of the pupil, so he may have the advantage of personal explanation, as marks are placed on his paper.

Let one hour be spent in reading aloud some of the essays, and after one is read let it be discussed by the pupils, suggesting that praise as well as blame is included in criticism.

It is often desirable that one pupil correct the composition of another, before it passes to the teacher's hand for percentage mark. This work of the fellow-pupil should be written in full, and on a separate paper.

It is generally necessary to specify a length, within a certain number of pages, varying as to size of paper and as to style of penmanship, both for those who would write too much or not enough; and the teacher can rapidly estimate, before receiving the paper, if the amount written by each one be correct in the following manner: standing in front of an aisle, let her ask the pupils of a row to show their first page, their second, and so on.

As facility of expression is most needed by young people, a large number of essays written but twice, once in a rough state and once in the best form attainable, seems better than to have fewer compositions written and re-written until all the errors are eliminated.

To recapitulate:—

Reference books should be in the school-room, and the teacher should show their use to individual pupils.

Books from the public library in connection with school work and on general subjects should be loaned to pupils through the teacher.

Conversation on a theme viewed from many sides, made by personal illustration as attractive as possible, should precede and suggest the composition.

A logical analysis of the subject, and a never-varying table of form should be before the pupil.

Oral and written criticism by the pupil should be encouraged, and by the teacher should be personal and minute.

Numerous rapid exercises should recall, in original words, something just read.

DECLAMATION.

BY W. WATKINS.

WHY is it that in a country like ours, in which oratory greatly flourishes and abounds, and under circumstances in which a man or woman can hardly make a creditable figure even in a private station, without the ability to express thought in public, our boys so universally hate to "speak pieces?" The number of pupils who are willing to take parts in the ordinary rhetorical exercises of the school is year by year decreasing. Indolence and lack of personal dignity seem to be the causes. To learn a declamation requires time which is wanted for other pursuits more important in the boy's opinion, and involves labor which the uneducated mind and body always shun. Hence it usually happens that those who are so anxious to shun declamation are just as ready to shun any other school work involving the same amount of labor.

We as teachers are deplorably ignorant of the real condition of our pupils and, as a rule, greatly overrate the amount of mental labor which we get from them. We give lessons with the expectation that the preparation of them will, on the average, cost an

hour and a half of the pupils' time, but the average time given does not equal one-half that, and the time spent in real study is too infinitesimally small to be worthy of account. I sat yesterday near a boy of eighteen, who had open before him a text-book of Natural Philosophy. He thought he was studying the laws of falling bodies. He was perfectly quiet and gentlemanly. He spent ten or fifteen minutes in minor surgery upon his hand, which was provided with a small patch of court-plaster, a little larger than a pin's head. After some additional employ of like kind, he applied to me to explain the meaning of the formulas, expecting that I would be able to set him right by a single sentence. I could only say that the formulas must be understood in an algebraic sense, that they could not be explained but must be studied till understood. He then attacked them for a few minutes but they did not yield. The clock was fast that day. At five minutes before the apparent time for recess my pupil stopped pretending to work and awaited recess. After he had waited ten minutes he became somewhat impatient, and at the end of five minutes more asked me if we were not to have recess that morning. In five minutes more he was on the play-ground. The time of observation was an hour and a half, not ten minutes of which was spent in actual labor.

I am not saying that this is an average pupil, but that for such a pupil to commit a prose declamation of a page and a half involves as much labor as he applies to all his studies in a week. It is no wonder that he hates declamation. In general we under-rate the proportion of the labor of learning a declamation to the labor put upon studies. To seem to know something about a lesson, so as to give answers which may be mistaken for knowledge, especially if the teacher be very anxious to see satisfactory knowledge in them, is one thing, and to learn and fluently deliver a declamation without prompting is quite another. Our pupils are not especially perverse in the matter of declamation, but in that they show their true character, to which we find it convenient to shut our eyes in daily recitation. The pupil who does not know how to apply his mind, and who has not conquered his natural indolence will, as a matter of course, fly from

the labor involved. But it is not only the lazy boy that hates to declaim, but the sneak. The relation between lying and declamation is unmistakable. Your liar is a coward. He can not look the boys in the eye and show boldness, native dignity and self-control, for these he has not. It is the same with a thief. Unfortunately on the world's stage our rule does not hold good; but he is an unobservant teacher who can not see a really vicious boy stands in an attitude towards this exercise which no other boy shows. In proportion as a boy is a sneak, declamation is poison to him. Many have remarked the great lack of our pupils in naivete, shown in the lack of freshness, individuality and spontaneity when called on to do any act before others. They are constrained and unnatural. Some of this is due to lack of instruction in manners. Awkwardness and embarrassment are the natural result of not knowing how to do, or what is expected of one. But by far the greater part comes from the moral causes which we have been dealing with—indolence and vice. The reluctance which we sometimes see to take a pointer and go through a mathematical demonstration, is caused by the fact that by reason of indolence the demonstration means nothing to the pupil's mind, or by reason of vice the pupil is ashamed to stand before his fellows with any semblance of true dignity, or that both these enter into the motives of his reluctance. If a pupil understands the discussion of the value of the roots of an equation and has not been spending his time in attempting to elude his teacher, to explain is a privilege, a joy.

In contending against the reluctance of our pupils to declaim we then are doing battle against ignorance and vice. We must overcome the ignorance of manner by explaining fully and carefully what we want done. How the pupil should take the floor, the position which he should occupy, the posture in which he should begin. This the teacher must illustrate, not affectedly or ostentatiously, but simply and naturally. Another thing, if declamation is good for the pupil how much more for the teacher! The teacher must lead. "Come, boys," not "Go, boys." We must wake up. The subject is one of the most difficult with which we have to do. To amount to anything declamation must

be *taught*. We must either omit the exercise entirely or must make it useful. For a boy to learn a paragraph of prose or a few stanzas of poetry and repeat them in a perfunctory manner, without taste, dignity or power, is not only useless but worse than useless, it is demoralizing. It is safe to say that nothing can be done unless the teacher finds it worth his while to learn pieces and speak them. Without that his teaching will lack moral power. He who will overcome the indolence of others must first overcome his own. Now in a good oration there are three things—feeling, thought, art. First, the heart must feel; second, the head must think; third, there must be skill to express the feeling and thought. To make a good declamation there must be the same three things, but not in the same order, for we only reach the heart through the intellect—you can not feel what you do not understand. The first thing then is to understand the circumstances which called forth the piece, what ideas, what opposition called forth the impassioned burst of oratory, what motives then agitated men. A few paragraphs taken from a speech of Webster or Pitt can not be understood alone. One must have at least a general idea of the circumstances. The speech is a part of something, and the declaimer must know of what. Then each sentence is a part of the paragraph in which it stands, and is intended to express a certain thought and feeling, and can not be declaimed until the thought is understood and its connection with the other thoughts felt. When we have that the art of expressing the thought with the proper spirit and emphasis is easy.

Not so easy among us is that attitude of body, those motions of the limbs and features which express the passage of the most refined and evanescent feelings across the soul. Gesture can not be taught. If it be not natural and spontaneous it is wrong. If a pupil makes stiff or awkward gestures he must be allowed to outgrow them. They will soon slough off after they are no more characteristic. To criticise them while they are characteristic is to produce affectation, which is disgusting, a thing which earnest awkwardness never is. Here, as ever in teaching, pick out the good and commend. Such a course will encourage the

growth of the good. Remember there is no way to get rid of a fault but to rise above it. There is an incongruity between the utterance of lofty and animated sentiments and a motionless attitude, which is felt by the pupil without being understood, and is the cause of those ridiculous gestures, for gestures they are, moving the fingers, rolling the skirts of the coat, and the like awkward tricks familiar to us all. These weeds must be rooted up. We can not say, "Here, throw out the right hand." But we can say "The hands *must* hang free and natural, and *must not* be used for any other purpose than making such gestures as may seem to you appropriate." This we can enforce. It is the first step in cultivating gesture. These foolish motions cut off, the pupil's instructive love of action will drive him to the use of true gestures, stiff and awkward at first, but increasing in grace and freedom with the increase of taste.

In order to overcome indolence the exercises must be obligatory. There is no other way. Declamation must be a regular school exercise, and the teacher must accept nothing which does not show an earnest effort to do well. Several pupils may be assigned the same piece, and the differences of rendering pointed out by the teacher, commending the strong points of each. Declamations must be prose; poetry is chosen because easier committed, but its use should be avoided. Parodies and burlesques are demoralizing; they destroy the taste. Those who are indolent and vicious must be dealt with kindly but firmly. They must be made to feel that their course is wrong and leads them into difficulty at every step. This is exceedingly difficult to do; but a very little progress made in changing a sneak into an honest boy is a great thing. The transformation will be slow.

We have said enough to imply that there is no short or easy road to making declamation; it must necessarily be a long and tedious road, but if we may encourage the reader to honestly grapple with the difficulties of this matter, we shall have accomplished our purpose, for things have come to that pass that declamation must be *abolished* or thoroughly and honestly *taught*

THE PASSIVE VOICE.

BY HENRY GUNDER.

THE object of this article will be to show the nature and variety of the means employed by the makers of language—and all users of language are also makers—to express the idea of the passive. It is agreed by philologists, that the passive idea grew out of the reflexive idea, that is, a verbal form in which the verbal idea both originated and terminated in the subject. It would not be difficult to furnish examples illustrative of this assertion, but that might perhaps lead my readers into unfamiliar paths, and assuming the statement true we will proceed with our discussion.

This being granted, the passage from the origination of the verbal idea in the subject, to its origination in some other person or object, is easy.

The English language has, strictly speaking, no passive verb. I do not say no passive voice, but no passive verb. For such words as broken, struck, loved, praised, used in making the so-called passive verb, are not verbs; they are adjective nouns, attributes, appropriate to that which somebody, breaks, strikes, loves, praises. In themselves they are not predicative words; they become so only when connected with a copulative verb.

We connect them with the verb to be in its proper forms and thus make them do service as passives; though we do not strictly form a passive verb, as any one knows who has ever given the subject anything like careful attention, historically.

We, only, by this means, express under a predicate form the conception or relation of the passive. In this respect we stand on the same footing as our Anglo Saxon ancestors did a thousand years ago, who supplied the passive in the same manner. In one respect, however, there is a difference. We have but one verb—to be—which we employ regularly for this purpose. The Anglo Saxon uses the same verb very frequently; as, "*ge gehyrdon, that gecwenden wæs.*" Ye have heard, that it hath been said, (was quothed or quoted.)

But frequently it uses another verb, one which has nearly disappeared from modern English. Every one will remember the complaint of Fitz-James in Scott's *Lady of the Lake*: "Woe worth the chase, woe worth the day, that cost thy life my gallant gray." This *worth* is a remnant of the old Saxon *weorthan*, "to become," which was used, like *beon*, "to be," to form the passive. Thus, "when his father saw him he was stirred with compassion." Anglo Saxon: "*He wearth mid mildheortnisse astyrod.*" He *became* stirred with mild-heartedness.

The German language uses the same verb "*werden*," "to become." Thus "*er wird geliebt*," he is loved, not "*er ist geliebt*." In this last expression the participle *geliebt* has sunk into a mere adjective, as though one should say, he is dear.

These forms are evidently quite different from the real passive, in which we have the idea of an action proceeding from an agent to an object, as "he is loved by his friends."

Here the German could only say, "*er wird geliebt von seinen Freunden.*"

It is certainly curious that out of the two auxiliaries formerly employed by Anglo Saxon, and its kindred, English should have adopted the one which all the rest have rejected. But it is a fact which admits of explanation. The English language was brought by the Norman Conquest into contact with the French language, which descended from the Latin in the same sense that English did from Anglo Saxon, and it has thus been subjected to modification into conformity with Latin models, to a certain extent. Had it not been for this circumstance our passive voice would have been formed like German by *worth*, and we should have been now saying he worth praised, instead of he is praised.

This would have taken away all ambiguity, and saved beginners much perplexity in distinguishing the passive from the mere attributive use of the participle.

The use of the perfect participle as a simple predicate is not unknown even to the Latin. Thus, "*Gallia est omnis divisa in partes tres.*" No student of Cæsar would render thus, "All Gaul has been divided," as it should be, if *est divisa* is passive, but "All

Gaul is divided," the participle merely expressing the condition of Gaul at the time of speaking.

The passive voice in English has no *form* peculiar to it. For example, some verbs may be used without any change of form both actively and passively. Thus, "the water filled the ship," "the ship filled with water;" "he sickened with the bad air," "the bad air sickened him." We are told by linguists that this indifferent use of the same form for both active and passive is habitual with some languages. In the Thibetan language this passive use of transitives is their most frequent use. Some other languages have absolutely no idea of a passive. Students of the American languages say that the language of the Osage Indians is in this condition. Thus, "Knock and it shall be opened to you," must be rendered into Osage thus, "Knock and they will open to you." The Dacotah is in the same condition. In these idioms, the agent or doer, is always in the nominative, and if unknown or only thought of, the indefinite third person plural takes its place.

It would be better to define voice; as, "that *use* of the verb which indicates its relation to its nominative." 1. "The active voice is one in which the relation originates in the subject." 2. "The passive voice is one in which the relation originates in some other agent and terminates in the subject." Now, we are prepared to say that the passive voice generally differs from the active, being composed of the proper mood, tense and person of the verb *be* prefixed to the perfect participle of the verb whose passive we wish to make.

We say *generally* differs, for we have seen that the passive idea may be expressed by the same form as the active. Again, the fact of the participle following the verb *be*, is no certain sign of the passive.

Voice should no more be defined as a form in English than Case, but both should be defined as a *use*, sometimes accompanied by a peculiar form, and sometimes not. In fact, the very general loss of inflections in modern English has driven form, as indicative of relation, to the wall, and substituted the less easily distinguishable idea of use in its stead..

Take this example: "The mouse was caught." On this a writer says: If I say, "when I reached the trap the mouse was caught," I call attention to the condition of the mouse, *i. e.*, a "caught mouse." This is no passive use of catch. But if I say, just as I arrived "the mouse was caught by the trap," I call attention to the act. This is a passive use of catch. He winds up with the sound maxim, that "In all cases the thought to be expressed must determine the part of speech."


This is all very well with voice defined as a *use*, but all very ill, defined as a *form*. Only inflected languages have a true passive verb. Here we have a peculiar form corresponding with the use, differing from the active, and made by an inflection of the verb itself. Take the example cited: the German would be, *Die maus ward gefangen*; the Latin, *Mus capiebatur*. In the predicative sense of "caught mouse," these would be, *Die maus war gefangen*, and *Mus captus erat*.

Here there is no ambiguity in German, as *war* is never used to form the passive. In the Latin there is, as *captus erat* might be rendered "had been caught," the pluperfect.

Nothing will so surely bring out the distinction between form and use, as indicating relation, as the acquisition by the student of one, or two inflected languages, say German or Latin. English is so shorn of all inflectional relations that it is very difficult to explain intelligently to mere English scholars, such subjects as mood, voice, tense, case, etc. Only in our pronouns do we possess anything like a complete set of inflections, and in the poss. case and second and third persons singular of verbs.

All other relations are expressed by position and other considerations, or must be referred to syntax, rather than to etymology. Then for the distinction between the active and passive voices, notice: (1) For the active, the action proceeds from an agent toward an object. (2) For the passive, the action is received by the subject. (3) That there is no special form for the passive, but it generally requires the perfect participle preceded by some form of *be*, though here the participle is often only an adjective or predicate.

HOW TO BREAK UP WHISPERING IN SCHOOL.

 WRITER lately in these columns, under "Whispering," suggests one or two things so directly in the line of right management, that it seems a little fuller outline would be a help, especially to those who have struggled with this difficulty. I disagree with the statement "That whispering is a necessary thing," and that "whispering at church, and teachers whisper at teachers' conventions," does not matter. Nor do I believe that "schools can have the same rules that lectures, Sunday-schools and parties do." I will endeavor to show how the matter can be managed.

In a very large majority of schools there is no such thing as an absolute "breaking up" of whispering. It can, however, be reduced to its minimum, *i. e.*, where there is very little, if any, disturbance to school work. How shall this minimum be reached? The article referred to says most truly, "keep the pupils busy." Yes, they should be kept so busy that they have no time to whisper. Now comes the question, is there necessity for whispering? I say most emphatically NO. If pupils are trained properly, and have right ideas of what school is for, and correct ideas of the rights of individuals, accidents excepted, there is no occasion for whispering, or even for communication. The teacher must lead in the matter. From the time any session of school begins until the next intermission, the teacher must so arrange that nothing will interrupt him, that he has no necessity for communication with any one or anything he needs to work with. For instance, the teacher shows that when he enters the school-room before school, he immediately sets himself to work to see that everything is in order so that he can do his work without interruption. He sees that the windows or ventilators are properly arranged; that the stove or heating apparatus, whatever it may be, is in proper condition; that his pencils, pens, paper, record book, etc., are all at hand, and in condition to be used; any charts needed, any books of reference, anything for illustration, are ready for use. When the intermission comes, he again sees, *at that time*, that all


things are ready for work during the succeeding session. Then, in a right way, he brings to the knowledge of his pupils that he is doing this, and doing it every day. He suggests that the same preparation is necessary for every scholar. If the scholar needs a book from some one else, needs slate, paper, pen, pencils, desires to learn where a given lesson is, it is his place to attend to the matter in advance. Recesses are largely for that purpose. A majority of scholars, with a little explanation from the teacher, and some patience, will remove the necessity for whispering. The teacher must look after those who are careless or indifferent, and see that they prepare as they ought, and soon they, too, will join their companions.

Let it be well understood by all that the school is a little community, and that each individual has rights, and the community as a whole has rights; that individual rights never conflict with society rights. In a community whenever a person interferes and continues to interfere with the rights or the safety of the community, the person is separated from good society; often is placed in confinement. Applying this to the school, if some person either thoughtlessly or willfully continues to whisper, he must be deprived of the advantages of good society, and the teacher removes not only the necessity, but the *opportunity* for whispering. All the work from the first must be pleasantly and enthusiastically done. The teacher who uses tact will so arouse "Pride in our school," that it will be popular not to whisper.

Accidents may occur. A lead pencil or pen may break, and a given amount of work must be done in a certain amount of time. The scholar does the very best he can under the circumstances. The teacher has suggested to the school, that in such a case as just mentioned, the scholar, at his earliest opportunity, explains privately to the teacher the cause of communication, and shows how the matter was managed. The teacher of heart and sense now has the matter under full control. It is well to have two minute communication recesses as often as every hour. Good management of these and proper training of pupils removes the necessity of whispering in ninety-nine cases out of a hundred.

—*New York School Journal.*

BEECHER ON COMPETENT TEACHERS.

ENRY WARD BEECHER, in a lecture lately, spoke as follows concerning the necessity for trained teachers, and for their proper support:

“I put the teacher higher than any profession, higher than the lawyer, higher than the minister, higher than the statesman. I tell you that the proper society is the bottom of it, and they that work there are the ones that work nearest to God. I tell you first God, next mother, next teacher, next minister, if he is worthy of his calling. And you are bound to give them such dignity that self-respect in men and women shall be willing to adopt the business of teaching for life with a certainty, just the same certainty of an adequate support that the other liberal professions have. As it is, the common school is perpetually spoiled by raw material. Taking the country through—large cities are exceptional points—but taking the country through, nobody teaches because he means to be a teacher for life. The young man has gone to the academy, and he wants to go to the seminary or college, and he steps aside and teaches for a winter with the hope to do something else, because that is not going to be his business; he has gone through college and he wants to study the liberal professions. He is a little in debt, and so he thinks he will teach a year in order to raise the wind, not because he is going to make teaching a business. And so woman goes into the common schools not to stay, but because it is a respectable place for her to wait until she sees what God is going to send her; when she finds out she resigns and opens a school of her own. Now, is this system best for your children—to keep them perpetually in the hands of raw material?

What if a sailor at the end of a voyage untaught should say: “I can not get another berth for six months and I think I will practice medicine.” You wouldn’t put a dog in his hands unless it was for execution. What if a man should say, “I hope for an office and I will practice law until I get one.” He never studied it and isn’t going to study it, but he is going to practice

it. Who would put a piece of property or anything he had an interest in—who would put his business in the hands of a man that had not studied the law a good many years and gathered experience and accumulated wisdom which comes from study and experience?

You demand these for property, for the body; you demand experience in all these things, but for your children anything, only so that it is cheap! “If a man will teach for \$25 a month and found, he is the man for us, unless there is a fellow who will teach for \$20.” So you foist off upon the children the poorest and the meanest and the most miserable teachers. But this must be changed; men must cultivate this profession; a man must go into it as he goes into the ministry, or into the law, for his life work. Of all parsimony there is none like that of cheap schools. Endow the schools liberally and give them the best teachers that can be obtained.”

THE OLDEST SCHOOL IN AMERICA.

THE two hundred and forty-eighth anniversary of the school of the Collegiate Dutch Church was commemorated on Thursday, May 26th, at the school-house, No. 160 West Twenty-ninth street, New York. The school is the oldest educational institution in America, having been founded, and its first school-master, Adam Roelandsen, having been appointed in the spring of 1633, Wouter Von Twiller being then Director General of the New Netherlands. Following him came as school-masters, Jan Cornelessen, William Vestens, Jan de la Montagne, Hermanns Von Hoboken, and Evert Petersen, bringing the history of the school down to 1664, when the English obtained possession of the city. Evert Petersen continued to teach for at least one year after the capitulation. In 1705 the English Governor, Lord Cornbury, took charge of the school, but his act was disapproved by the authorities at home, and the Dutch again obtained control, appointing Barent de Foreest school-master in 1726. In 1748

Huybert Van Wagenen wielded the birch rod, and he was succeeded by Daniel Bratt in 1749, Adrian Van Dersman in 1751, John Nicholas Welp in 1755, and Peter Van Steenburgh in 1773, under whom instruction was first given in both the Dutch and English languages. Instruction ceased to be given in this city in the Dutch language in 1785, at a private school kept by Herr Vanbombeler. Van Steenburgh had charge of the school during the Revolution, and was succeeded on May 1, 1792, by Mr. Stanton Latham, who was in charge until December, 1809, when he was succeeded by James Forrester, who retired in 1842, and was succeeded by Mr. Henry Webb Dunshee, the present superintendent of the school, who has thus held that position *thirty-nine years*.

For more than a hundred years after its establishment the school was kept at various places near Bowling Green. Its first building was erected in 1784 in Garden Street—now Exchange Place—where it remained till 1835, when it was removed to the basement of the church at the corner of Broome and Greene streets, removing in 1841 to the corner of Greene and Houston streets, thence in 1842 to No. 81 Mercer street, and in 1847 to its present location.—*Christian Advocate*.

HOW TO USE TEACHERS' INSTITUTES.

1. Take a note-book and pencil with you to the institute.
2. Make a careful study of your own deficiencies as a teacher, and write down the supposed remedy for your admitted defects.
3. Go early to the institute, and remain until its close.
4. Be punctual at each and every exercise of the institute.
5. Give close attention to the exercises.
6. Make a mental comparison of each speaker's matter and method, with your own idea of what should be said, and how it should be said.
7. Behave as you think the other members should behave.
8. Behave as you desire your own pupils to behave in school.
9. At the proper time ask questions upon those topics about which you desire to know more.

10. Pay special attention to those exercises which relate to your admitted defects.
 11. Be willing to do anything requested by the instructors, and to aid in making a good institute.
 12. Use your note-book freely and judiciously.
 13. Enter in it such questions and topics as you desire to examine more fully.
 14. Seek to learn how to use your opportunities to better advantage.
 15. Strive to learn how to get your pupils to study more.
 16. Endeavor to learn how to get your pupils to study in a better manner.
 17. Talk freely and frankly with other teachers during the recesses.
 18. Review the more important exercises between the sessions.
 19. Write out at length such suggestions as you decide to adopt.
 20. At the close of the institute make and write out an estimate of the value of the whole session to you, and the influence it will have upon your teaching.
 21. Remember that you are personally responsible, to some extent, for a good institute.
 22. Remember that the amount of good you receive from the institute will depend largely upon yourself.—*Edinboro School Catalogue.*
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LIFE IN HIGH ALTITUDES.

THE greatest height to which man has ever mounted is about five and a half miles above the sea level, and the balloonists who ventured on that experiment were very glad to come down. Short as their stay in the upper regions was they were almost frozen and almost suffocated. The cold so benumbed their hands that, had they not taken the precaution to carry with them chemicals for the production of a little artificial heat they would have become helpless and lost their lives from inability to pull a

rope and let out the gas of the air ship. The gas which they breathed was too thin to support life, and they felt all the sensations of partial strangling or drowning. Of course any labor at such a height was impossible.

The census shows that the elevation at which man can live and work to an advantage, and which they therefore generally choose, is a very low one. The average height of the United States above the sea level is about 2,600 feet, but the mean elevation of the population is about 700 feet. A height of 10,000 feet is considerably less than two miles, yet, of all the 50,000,000 of people in our country only 26,400 live at that elevation.

Not only men but other animals and plants as well, find the struggle of existence harder as they rise higher. As plants and animals diminish in number, the means of supporting human life rapidly decrease, so that the upward growth of the population, so to speak, is checked long before the cold becomes too severe to be endured or the air too thin for breathing.

The bulk of the little band who reached the height of ten thousand feet are miners, and could be nothing else. More than three-fourths of the whole population choose to live at less than one thousand feet, or considerably less than one-fifth of a mile above the sea, and only three per cent. of the inhabitants take their homes at a height of two thousand feet. If it were possible to walk upward from the earth as rapidly as upon its surface, an ordinary pedestrian in half an hour could pass the limit at which human life can be permanently maintained, and in little more than an hour he would reach a point where it could not exist at all. If the builders of Babel had ever scaled the mountains beyond their plain vision not a miracle would have been required to convince them that their enterprise was a great waste of labor.
—*Exchange.*

BANCROFT, the historian, spends his winters at Washington and his summers at Newport. At the latter place he has a beautiful house on one of the boldest points of the cliffs, where the ocean waves pound on the rocks at the foot of his lawn, and

send their spray almost upon his piazza. He has owned the place thirty years, and it is beautifully improved. His collection of roses is one of the most superb to be seen anywhere, embracing more varieties than most florists ever heard of. Whether at Washington or at Newport, Mr. Bancroft is constantly at work upon his History of the United States. Two secretaries are kept busy, and, as the author could not stand the fatigue of the manual labor of writing, he dictates to his assistants, who take it down in short hand, preparatory to the careful revision and consideration that every line receives before it goes to the press. The History has now been brought down to Washington's Administration, and those who know say that no one can have any idea of the vast labor, research and attention that the Revolutionary period demanded. There is hardly an historical document, or any ancient archives of that time, that Mr. Bancroft has not studied and explored.

HOW MATCHES WERE DISCOVERED.

A good many of us can remember hearing our grandmothers tell how carefully they used to "bury" the fire at night, so that it would not go out, a process that requires both care and skill, since it was considered a very unfortunate accident if the fire went out, as it was often a tedious process to kindle a fire on a frosty morning by means of a flint and tinder. It was in those days considered easier to go to a neighbor's a mile away to borrow (?) a shovel full of hot coals, than to start the fire again.

The discovery of matches was not purely accidental, but was the result of thought on the part of Mr. Holden, an Englishman, who was the inventor of matches. He says :

"I used to get up at four o'clock in the morning to pursue my studies, and I used at that time the flint and steel, in the use of which I found great inconvenience. I gave lectures in chemistry at the time at an academy. Of course I knew, as other chemists did, the explosive material that was necessary to produce instantaneous light, but it was difficult to obtain a light on wood with that mixture, and the idea occurred to me to put sulphur under the mixture. I did so, and told about it, and showed it in my next lecture. There was a young man in the room whose father was a chemist in London, and he at once wrote to him about it, and soon after lucifer matches were issued to the world.

"I was urged to go and take out a patent immediately, but I thought it so small a matter, and it cost me so little labor, that I did not think proper to get a patent, though I have no doubt it would have been profitable."—*Ex.*

EDITORIAL.

STATE TEACHERS' ASSOCIATION.

The Executive Committee has decided to hold the next State Teachers' Association in Indianapolis. The meeting will begin on Tuesday evening, December 27th, and continue through Wednesday and Thursday following. The place of meeting will be the Board of Trade Room, located just one block west of the Grand Hotel. The "Grand" will be headquarters for the teachers.

The programme is not yet completed, but will be in time for the December Journal. The following are some of the subjects to be considered:

"The Management of Truants," T. J. Charlton; "School-keeping in the Primitive days of Indiana," B. C. Hobbs; "Conscience Training in the Public Schools," J. J. Mills; "School and Skill," Eli F. Brown; "Temperance in the Public Schools," Mrs. Mary H. Hunt, of Boston; "Union of our Public School System," W. R. Houghton; "Garfield as an Educator," E. E. Whitet

This is certainly a good beginning for an excellent programme. It lacks one element, which the Chairman of the Committee gives assurance will be supplied, viz., ladies. There are nearly as many ladies as gentlemen teaching in the state, and they should be fully and fairly represented on the programme.

The Chairman writes that "any person reading a paper will not be allowed one second more than thirty minutes; if he attempts to go beyond that time he does it *at the peril of his life.*"

Persons appointed to read papers on such occasions frequently make a mistake. They think they must tell all they know or can possibly find out about a subject, whereas the association only wishes to hear what they can tell of the subject *in the time allotted.*

The programmes have uniformly been too full. Usually there is no time for anything but the reading of the papers, whereas the most of the time should be spent in the *discussion* of the papers. Short papers and lively discussions are what is demanded.

There should be not only time for discussion, but time for *recesses*. The social part of an association ought by no means to be the least part.

Reduced railroad fare and reduced hotel rates will be secured as usual.

Let teachers begin now to make their plans to attend. It will pay—pay not simply in knowledge gained, but in an extended acquaintance, in increased inspiration and enthusiasm, in a greater respect for the profession and those engaged in it.

WHO WILL ANSWER?—A member of the State Board of Education says: "I wish some of your readers would send in answers to the 3d and 5th questions on Reading, in the October Journal." Who will respond?

DIFFERENCE BETWEEN EDUCATED AND UNEDUCATED PEOPLE.

Ex-Governor Brown, of Georgia, in an address to the National Association recently held at Atlanta, made use of the following language :

" Nothing so much interests us as the development of the school system. Look at the difference between educated and uneducated people, and you have a reason why you should hold this convention. Look at the results achieved by the people of Massachusetts. What have they done? While, like all other people, they have their faults, they are a wonderful people. They have established a system that has produced wonderful results. They established the church, and they established the school-house by its side, and they have stood up to it; they have made long and deep the foundations of their universities; they have educated a large proportion of the young men of the country. They have sent out educated minds, who mold the institutions of the nation, and educate its sons. In this country the men who neglected their educations have been obliged to sit in the background. In this matter of education we must not only have all the aid our people can give us, but we must have the aid of the United States. And while I differ from some of my Northern friends in politics, I am grateful for the doctrine they have given us on this subject.

" I am glad for another reason. We have troubles here that you don't have in your section, but coming here you can better understand them. At the close of the war we had turned from slavery into freedom four million colored people. They are not slaves now, and never can be again. I thank God for it! Now they are citizens, and it is our interest, our wish, and our duty to make the best citizens in our power of them. But we lost the value of them, amounting to two billion dollars. We lost our cause. Two armies were supported on our territory. You can see how poor we were left. I am glad to say that the colored people have taken a decided interest in the education of the people. But we were too poor to do much for them. The interest of the Union requires their education, and now I ask the whole Union to come up and help us to educate them. I was glad to find the Senate a unit on the subject. The outlook is fruitful, and with the influence of this body brought to bear, we can educate them with the help of the whole people and the common treasury. Simply help us and we will.

" In addition I simply want to say another word. We in Georgia have adopted a system that has met the approbation of our colored friends. By a compromise between the whites and colored people, it was agreed that the colored people would not send any pupils to the State University at Athens. We are making a donation of \$8,000 per annum to a college for them, and have done so. Under the idea that the appropriation failed to be of benefit, a former executive recommended a discontinuance of the appropriation. In the General Assembly the proposition to discontinue the appropriation got almost no vote at all. In our constitution we have pledged one colored university in the State. We have the white and colored children separate in our city

schools, and soon we will give the schools colored teachers, and we shall make the experiment of giving them a colored superintendent. The only trouble is, we have not the money to do what both races desire."

DECISION IN THE MUNCIE SCHOOL CASE.

The celebrated Muncie school case, entitled *Garret D. Leech vs. The State ex rel. Harry R. Wysor*, has been decided by the Supreme Court, Judge Worden writing the opinion, which reverses the verdict of the lower courts. The opinion is very lengthy, and discusses thoroughly all the points in the case. The record shows that one McClintock was trustee of the schools of the city of Muncie. On the 1st day of March, 1880, he sent his resignation to the City Council, to take effect March 5th. The day the Council received the resignation it accepted it, and elected Garrett D. Leech to fill the vacancy. Leech entered upon the discharge of his duties, and has served until the present. Fifteen months after Leech's election the Council held a second election to fill a vacancy which they supposed existed from McClintock's resignation, and elected Wysor to the same office they had formerly given to Leech. They did this after they had been informed officially by the City Attorney that their first election was invalid, because *at the time of election, March 1st, no vacancy existed for them to fill*, the vacancy not occurring till March 5th. Two Circuit Court Judges, one on a demur and the other in the final trial, held the same view with the City Attorney, viz., that the first election was illegal. The Supreme Court reviews the decision and holds that the election of Leech was valid, and that he is entitled to the office.

This makes a majority of the Board opposed to the former administration of the schools, and so H. S. McRae, as superintendent, Mrs. Emma Mont. McRae, principal of the high school, and D. H. H. Shewmaker, principal of one of the ward schools, are displaced, notwithstanding the fact that public opinion is very decidedly in their favor.

We learn that Mrs. McRae and Mr. Shewmaker are conducting a private school in a hall, and that they have more pupils than they can accommodate. Mr. McRae has decided to return to the practice of law, which he abandoned many years ago, and has opened an office in Muncie.

The divisions in the community have been very great, and the matter has been carried not only into politics but into church. The *Muncie Times* in speaking of the injury to society, and especially to the schools, says: "The beginning of the quarrel has no precedent, its continuance no precedent, the divisions, heartburnings, jealousies, quarrels, and abuse it provoked among old neighbors and friends have no precedent, and it is unprecedented from beginning to end."

WINTER EVENINGS.—Do not "fool away" all the leisure time, which always comes with long winter evenings. Determine to do some reading and study that will amount to something. Many persons who have not the deter-

mination and application to follow a course of reading by themselves can succeed admirably when they have the stimulus of associates: therefore arrange to read with some one, or organize a reading club. In organizing such a club admit only such as are interested and will work. This for self-improvement. In addition every teacher should, if possible, organize a literary society for the benefit of older pupils and the neighborhood. The following extract from the *Christian Union* is to the point:

"Don't neglect to organize some kind of a club for intellectual work this winter. Thousands of stagnant little villages, whose social life runs in feeble little eddies instead of one strong current, would gain a new interest and impulse if some center of association were made. A few people giving an evening a week to the reading of a good book or the study of an interesting subject will soon find much to think and talk about. Life runs too much to waste; give it direction and it often reveals remarkable and unexpected powers. A winter given to the study of such a book as Dowden's *Shakespeare*, published by the Harpers, or one of the *Epochs of History*, published by the Scribners, will stimulate not only the mental but the social life of a community. Get a few friends together, select a book in which all will be interested, and try it in your village."

INDIANAPOLIS, IND., October 17th, 1881.

Wm. A. Bell, Editor Indiana School Journal:

SIR:—Your communication, in which you ask me to express my opinion as to whether a teacher whose license expires within a term of service can legally continue to teach or not, is received.

In reply I would say that in the February number of the *School Journal*, 1880, I discussed the question at considerable length. In that article I held that in the general theory of the law, an unlicensed teacher was, in a legal sense, an unqualified teacher. And that it was the duty of a teacher whose license expired within a term of service to procure a license as soon as practicable. And that on the failure of a teacher to do so, it was the right and the duty of the trustee to supply his place with a teacher who had legal qualification.

The question whether a teacher who should continue to teach after such expiration, could draw pay for such service, was not discussed, in that opinion.

In a subsequent opinion I held that if a trustee failed to supply the place of a teacher whose license thus expired, the teacher could legally draw pay for service rendered after such expiration.

Now in respect to the decision of Judge Allison, published in the *Journal* in September, I can not say whether I believe it to be opposed to my opinion or not, for the reason that it does not appear in the report of the decision whether the trustee employed another and a legally qualified teacher or not.

I certainly should hesitate to endorse the reasoning by which Judge Allison reached his conclusion. The ultimate conclusion which he reached may not

be at variance with my own opinion, but the grounds on which he based his decision are certainly opposed to it.

Inasmuch as this case is to be brought before the Supreme Court, it would be unwise for me to express any further opinion concerning the matter. I have always thought the question was a doubtful one, and in this, as in all other cases of doubt, I gave my opinion in what I believed to be the interests of the schools.

Very respectfully,

J. H. SMART.

MRS. GARFIELD TO HER HUSBAND.

A REMARKABLE LETTER BY A NOBLE WOMAN.

A late number of *The Student*, a little paper published by the students of Hiram College, quotes an extract from a letter written by Mrs. Garfield to her husband, over ten years ago, and intended for no eyes but his. It fell into the hands of President Hinsdale, who made use of it in a lecture to the students; and as it showed the qualities of Mrs. Garfield's mind, and her opinion upon the subject of woman's work, he made it public. The extract is as follows:

"I am so glad to tell that out of all the toil and disappointments of the summer just ended, I have risen up to a victory; that the silence of thought since you have been away has won for my spirit a triumph. I read something like this the other day: 'There is no healthy thought without labor, and that makes the laborer happy.' Perhaps this is the way I have been able to climb up higher. It came to me one morning when I was making bread. I said to myself: 'Here I am, compelled by an inevitable necessity to make our bread this summer. Why not consider it a pleasant occupation, and make it so by trying to see what perfect bread I can make?' It seemed like an inspiration, and the whole of life grew brighter. The sunshine seemed flowing down through my spirits into the white loaves, and now I believe my table is furnished with better bread than ever before; and this truth, old as creation, seems just now to have become fully mine—that I need not be the shrinking slave of toil, but regal master, making whatever I touch yield me its best fruits. You have been king of your work so long that may be you'll laugh at me for having lived so long without my crown, but I am too glad to have found it at all to be entirely disconcerted even by your merriment."

WORTHY OF IMITATION.—The school board of Spencer has agreed to give the teachers their time for two days to allow them to visit the Indianapolis schools. A teacher can not in any other way spend time to better advantage than in visiting schools. In an institute he *hears*; in a school he *sees*; and he can see more in one hour than he can hear about in a day. There is nothing that can take the place of "seeing the thing done."

The Indianapolis teachers are each allowed one day each year for "observation"—to visit other schools of their own grade. The time is well spent.

THE NOVEMBER METEORS.

As a meteoric shower may be expected about the 14th inst., the following to the *Indianapolis Journal* from "the Kepler of America," Prof. Daniel Kirkwood, of the State University, may be of interest :

"The most remarkable meteoric showers are those of August 10th and November 14th. The cause of such displays is now well understood. The November stream, with some others, crosses the earth's path, and hence at times encounters the earth. The meteoric matter striking our atmosphere with a velocity of more than twenty miles per second is rendered luminous by the collision, and is generally dissipated long before reaching the earth's surface. A remarkable difference between the streams of August and November has been noticed by all who have studied the phenomena. The matter of the former is spread entirely around the orbit, so that the meteors are seen in considerable numbers every year about the ninth or tenth of the month. That of the latter is chiefly collected in a single cluster, whose period of revolution is about thirty-three years. The great showers occur, therefore, but three times in a century. Many persons still living well remember the wonderful rain of fire on the 13th of November, 1833. The writer, who was then teaching a country school in York county, Pennsylvania, met persons on the following day who expressed great curiosity to see how the heavens would appear the next night, as all the stars were believed to have fallen.

"The shower of 1866 in Europe and that of 1867 in America were quite remarkable, but far inferior to that of 1833, when the earth probably passed through the most dense part of the cluster. Another very brilliant shower need not be expected till 1899 or 1900. The fact, however, of the existence of two minor groups moving in the same orbit has been clearly indicated. One of these crossed the earth's path in 1852 or 1853, and hence a slight display may again be looked for about 1886. The third group furnished a considerable number of meteors in 1879 and 1880.

But, although many meteors are not expected for some years to come, it is important that watch should be kept and observations recorded, in order that the relative densities of different portions of the stream may be determined. The point from which they radiate is in Leo, and the time for observations is from midnight to daylight on the morning of November 14th."

Dr. J. G. HOLLAND, the founder and editor of *Scribner's Monthly*, died suddenly at his home in New York, October 12th. He is well known as a popular writer, for his books have had an extensive sale all over this country. He is not usually placed in the first rank as a vigorous, literary writer. The upper ranges of truth and fact, that appeal chiefly to the intellect, he seldom attempted, but contented himself in dealing with the common experiences of life, and made them deeply significant and beautiful to the multitude. His work was moral rather than intellectual. Most lives have their beginning and end in commonplace incidents. He took these common events, birth, mar-

riage, work, suffering, and put a new meaning into them. "To interpret common events for common men is to enrich life where it is poorest, to brighten it where it is darkest, to make it inspiring where it is most depressing, to turn it into poetry where it is most prosaic." He was the teacher of great living truths to the common people.

The principal of his books are, "Timothy Titcomb," "Lessons to the Young," "Gold Foil," "Lessons in Life," "Letters to the Joneses," "Bay Path," "Miss Gilbert's Career," "Plain Talks on Familiar Subjects," "Arthur Bonnicastle,"* "Mistress of the Manse," "Nicholas Minturn," "Bitter-Sweet," and "Kathrina," the last two being poems.

To prove that he touches the hearts of the people it is only necessary to state that his "Titcomb Letters" have reached a sale of 61,000 copies, "Bitter-Sweet" 90,000 copies, "Kathrina" 100,000 copies; while Scribner (now the *Century*) Magazine, has reached the unprecedented circulation of 140,000 copies. To crown all, his life was pure and his character untainted.

KINDNESS TO ANIMALS.—Parents and teachers should take pains to teach children to be kind to dumb animals. A person who is needlessly cruel to animals within his power will be cruel to his fellows if the occasion offers. Kindness is an essential element of Christian character.

"He prayeth well who loveth well,
Both man, and bird, and beast.
He prayeth best who loveth best,
All things both great and small;
For the dear God that loveth us,
He made and loveth all."

New York has recently passed a law, for the entire year, prohibiting the killing, for sport, of eagles, woodpeckers, night-hawks, yellow birds, wrens, martins, orioles, robins, bobolinks, or any song bird, under penalty of fine and imprisonment. There should be such a law in Indiana. Our innocent song birds should be protected.

PRESIDENT SEELYE, of Amherst College, has taken a new departure in the matter of college discipline, the result of which will be looked for with interest. He has proposed to the students, and they have the matter under advisement, that instead of the faculty passing judgment on offenders, it shall be left to a board representing the students, to be composed of four Seniors, three Juniors, two Sophomores, and one Freshman. This board is to hear the evidence and pass judgment, which, however, may be overruled by the faculty, but will have due weight as the judgment of the students.

WANTED—A few July Journals for 1881. Any one sending a copy in good condition will have the time of his subscription extended one month.

* Bonnicastle is the name of his country place on an island in the St. Lawrence River.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR SEPTEMBER, 1881.

WRITING.—1. What modification of the small oval is made in writing the small *a*, *d*, and *g*? 10

2. Should little children use a pen or a pencil in their first lessons in writing? Why? 2 pts., 5 each.

3. Give two of the characteristics of good business writing. 2 pts., 5 each.

4. What is the proper rest for the fore-arm in writing? For the hand? 2 pts., 5 each.

5. With what materials should the members of a writing class be supplied? 10

6. Write the following sentences as a specimen of your hand-writing:

"Lord, thou hast been our dwelling-place in all generations. Before the mountains were brought forth, or ever thou hadst formed the earth and the world, even from everlasting to everlasting, thou art God." 1 to 50.

ORTHOGRAPHY.—1. State in what respects the method by "written spelling" is preferable to "oral spelling" in teaching spelling in the schools? 10

2. What is the general rule that governs the spelling of words ending in *ing*, *ceous*, and *cious*? 10

3. Give two rules for the assimilation of consonants. 2 pts., 5 each.

4. Mark diacritically the following words: *Heifer cough*, *sew*, *dungeon*. 10

5. Spell the following words, to be pronounced by the superintendent after the candidate has answered the preceding questions: *Cretaceous*, *auspicious*, *herbaceous*, *avaricious*, *farinacious*, *son*, *touch*, *does*, *porpoise*, *cushion*, *dungeon*, *lynx*, *duties*, *build*, *busy*, *women*, *foreign*, *carriage*, *nauseous*, *captious*. 60

READING.—1. Define Reading. 20

2. How would you teach a child that does not know either the names or sounds of the letters, the word *hat*? State all the steps in the process. 20

3. "Yes, Katie, I think you are very sweet,
Now that the tangles are out of your hair,
And you sing as well as the birds you meet,
That are playing, like you, in the blossoms there.
But now you are coming to kiss me, you say!
Well, what is it for? Shall I tie your shoe?
Or loop up your sleeve in a prettier way?
Do I know about ghosts? Indeed I do."

Describe the picture suggested by this stanza. 20

4. Indicate, by the use of diacritical marks, the sounds of the letters in the following words: *Tangles*, *hair*, *blossoms*, *there*, *prettier*. 20

5. What inflection of voice is given at each of the interrogation points? Why? 20

- ARITHMETIC.—I. Define the following terms, as used in arithmetic: (a) a scale; (b) a varying scale; (c) the decimal scale. $a=4$; $b=3$; $c=3$.
2. What is the value of 45 gal. 1 qt. $1\frac{3}{4}$ pt. of syrup at \$0.30 per gallon? 5 proc.; 5 ans.
 3. Find the L. C. M. of 21, 25, 30, 35, 42, 45, and 120. 5 proc.; 5 ans.
 4. Write in figures the following:
 1. Five thousand seven hundred-thousandths
 2. Five thousand seven hundred thousandths;
 3. Five thousand, and seven hundred-thousandths;
 4. Five thousand, and seven hundred thousandths;
 5. Four thousand three hundred seventy-five ten thousandths. 5 pts., 2 each.
 5. I loaned \$1,040 for 1 yr. 8 mo. 26 da., at $7\frac{1}{2}$ per cent. per annum. How much was due at the end of the time? 5 proc.; 5 ans.
 6. A jeweler sold two watches for \$75 each; on one gained 20 per cent., and on the other he lost 20 per cent. Did he gain or lose by the sales? How much money? What per cent.? proc. 4; ans. 3, 3.
 7. In the following proportions, find the absent terms:

(a) $\frac{7}{8} : \frac{1}{2} :: 1.2 : (?)$; (b) $(?) : \$100 :: 1 \text{ pk.} : 5 \text{ bu.}$; (c) $5.76 \text{ cu. in.} : (?) :: \frac{1}{2} \text{ gal.} : 1\frac{1}{2} \text{ gal.}$
 8. A man bought a bill of goods for \$3.825 on 90 days credit; but he accepted an offer made to him of 4 per cent. off for cash. Did he gain or lose by accepting the last offer, money being worth 8 per cent. per annum? How much? proc. 5; ans. 5.
 9. Find the volume of a rectangular pyramid of marble, the base of which is 8 ft. long and 6 ft. wide; the distance from the vertex to either corner of the base, 13 feet. Illustrate the work by a figure. proc. 6; ans. 4.
 10. Give two reasons why trial paper should not be used in an examination in arithmetic. 2 pts., 5 each.

GRAMMAR.—I. Be diligent; without which you can not succeed. Correct. 10

2. Give the plurals of deer, aid-de-camp, focus, syllabus, Henry. 5 pts., 2 each.
3. Write a sentence containing two nouns denoting joint possession, and one containing two nouns denoting separate possession. 2 pts., 5 each.
4. Analyze:

To him who in the love of nature holds
Communion with her visible forms, she speaks
A various language. 10
5. Punctuate and capitalize: but where the verb taking an infinitive as complement refers to a past act the perfect not the present infinitives should be used thus he appeared to have seen better days. 10
6. Our school is three miles from the church. Parse *three* and *miles*. 2 pts., 5 each.
7. To be industrious is the condition of success. Give the construction of *to be* and *industrious*. 2 pts., 5 each.

8. *The President having given* his consent, the bill became a law. Give the construction of words italicised. 3 pts., 3½ each.

9. I trust you will overlook the circumstance of me having come to school late. Correct and parse the last pronoun in the sentence. 2 pts., 5 each.

10. Whosoever will may come. Parse *whosoever*. 10

NOTE.—In the above the correction of false syntax includes giving the reasons for the changes made.

GEOGRAPHY.—1. What place in the United States determines the position of the prime meridian? 10

2. In how many directions could a person at the north pole travel? Why? 2 pts., 5 each.

3. What is a map drawn on Mercator's projection? 10

4. What are the relative proportions of land and water on the face of the earth? In what hemisphere is there the most land? 2 pts., 5 each.

5. What ocean is the most important to commerce? Which ocean has the most numerous icebergs? 2 pts., 5 each.

6. In what part of the United States is cattle-raising carried on to the greatest extent? Why? 2 pts., 5 each.

7. Name four of the principal sources of wealth in Great Britain. 4 pts., 3 off each om.

8. Name the largest city in each of the following countries: England, France, United States, Germany, China. 5 pts., 2 each.

9. Why can camels be profitably used on the African deserts, and not in South America? 10

10. Name the five countries which possess the largest territory in the order of the extent of territory? 5 pts., 2 each.

HISTORY.—1. What is meant by "Pre-historic America?" 10

2. Give an account of the primitive mound-builders in this country. 10

3. Why was the Stamp-Act of 1765 repealed? 10

4. What was the "Nullification Doctrine" of 1832? 10

5. (a) Why was there a U. S. Electoral Commission in 1877? (b) What was its action? a 6; b 4.

6. (a) When was Vincennes first settled? (b) By whom? a 4; b 6.

7. (a) When was the present Constitution of Indiana adopted? (b) What changes in it were rendered necessary by changes in the U. S. Constitution after the civil war? a 3; b 7.

8. Give a sketch of Thomas Jefferson. 10

9. (a) Name three of the oldest colleges in the United States, and (b) tell where they are located. a 5; b 5.

10. What is the best method of teaching history? 10

PHYSIOLOGY.—1. Why should all programmes of school work provide for stated recesses? 10

2. In what part of the body are the large arteries and veins single? What appearance under the microscope do the red blood corpuscles present? 2 pts., 5 each.

3. In an external hemorrhage, how can you tell from what kind of a vessel the blood is flowing? 10
4. How many different classes of food does healthy nutrition of the body require? 4 pts., 3 off each.
5. Name three ways in which cooking food promotes its digestion. 3 pts., 4 off each.
6. Why is exercise, combined with pleasure, more beneficial than exercise taken only for itself? 10
7. What is the function of the tears? Describe the course of a tear from its formation to its discharge from the eye. 2 pts., 5 each.
8. What is the office of the turbinated bones? 10
9. What three natural remedies for consumption do physiology and hygiene prove to be most valuable? 3 pts., 4 off each.
10. What are the three important parts into which the human brain is divided? 3 pts., 4 off each.

THEORY AND PRACTICE.—Write a page or more on the teaching of spelling, stating: *a* the sources from which the words spelled should be obtained in primary classes; *b* when (if at all) or how a spelling-book should be used; *c* the use to be made of the oral method of spelling; *d* the advantages gained by pronouncing the syllables separately in oral spelling; *e* the manner of pronouncing words; *f* the use to be made of the written method, (1) in preparing the spelling lesson, and (2) in the spelling exercises, etc. 1 to 100.

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED IN OCTOBER—BY THE MEMBERS OF STATE BOARD.

GRAMMAR.—1. It is more easily said than done.

3. Hastily picking up his pen he wrote this example. ◆

4. Who do men say that I the Son of Man am? is a complex interrogative sentence. The entire sentence is the principal part. *I, the Son of Man am* is the subordinate part. *Men* is the subject of the principal sentence. *Do say* is the grammatical predicate, modified by its object, the subordinate sentence, in which *I* is the subject and *am* the predicate. *I* is modified by the appositional term *Son of Man*, of which *Son* is the principal part, modified by the adjective phrase *of Man*. *Of* is the preposition and *Man* its object.

5. The trees are now in their fullest foliage and brightest verdure; the woods are gay with clustered flowers of the laurel; while the young apple, the peach and the plum begin to swell, and the cherry to glow among the green leaves.—*Washington Irving*.

6. *Being* is a participial noun, third, singular, neuter, objective, and object of the verb *can help*.

7. *Me* is the object of *let*; *live* is an infinitive, depending upon *me*; *life* is the object of *live*.

8. *Ye* is in apposition with *crag*s, and *crag*s is in the case absolute by direct address.

9. *His* is possessive case, depending upon *being*; *being* is a participial noun, the object of *of*; *diligent* is an adjective, used indefinitely after the participial noun *being*.

10. *What* is a relative pronoun, whose antecedent part is third, singular, neuter, objective, and object of the verb *do know*; its relative part is third, singular, neuter, and agrees with its antecedent and objective, object of the verb *want*.

GEOGRAPHY.—1. The annual revolution of the earth, and the inclination of its axis.

2. The North Frigid Zone, $23\frac{1}{2}$ degrees wide; the North Temperate, 43 degrees; the Torrid, 47 degrees; the South Temperate, 43 degrees; and the South Frigid $23\frac{1}{2}$ degrees wide.

3. Fresh water in the Sea of Galilee, salt water in the Dead Sea. The former having an outlet, all solutions of salt are carried off as they run in; in the Dead Sea, having no outlet, the waters are kept down by evaporation, which allows the salts to accumulate.

4. As usually given a continent is a large mass of land, and an island a smaller one; in fact a continent is a mass of land which *contains* within itself all the chief natural divisions of land with its own natural waters, while an island does not.

5. They are covered with heavy warm furs, and their bodies are largely made up of fats and fatty tissues.

6. Upernavik.

7. The St. Lawrence, the Mississippi, the Rio Grande, the Colorado, and the Columbia.

8. Virginia, Richmond; North Carolina, Raleigh; South Carolina, Columbia; Georgia, Savannah; Florida, Tallahassee.

9. Cape Colony, Transvaal.

10. This question having been given in August, the sun was still north of the equator, and therefore the shadow would be cast to the south.

PHYSIOLOGY.—1. Children sitting in a crooked position press too much weight on one side of the vertebra, producing a risk of curvature of the spine, and a permanent weakness of the muscles that are put too much on the stretch. Too long sitting in any position will produce more or less of the same evils, especially in weak children whose bones are not fully ossified.

2. Because it brings another set of muscles or another set of organs into play, allowing rest to the first set used.

3. The action of small muscles in the skin at the roots of the hair acting under the nervous influence of the fright.

4. The larynx grows to nearly double the size it was before, and the vocal chords become larger, stronger, and thicker.

5. The lymphatics carry the lymph or the watery part of the blood not needed for nutrition by the organs; the lacteals carry into the general circulation the chyle or digested food.

6. Beef and milk all seasons, best in the cooler; fruits in summer; pork and corn in the colder seasons.

7. First, physical excitement; second, muscular weakness; third, mental weakness.

8. Because of the decussation of the fibres of the nerves which carry the influence of excitants and sedatives to the opposite side of the body.

9. That children should not be subjected to improper lights, or to drafts of air, or deprived of proper ventilation. With the light coming in from the back and on the left hand, not between opposite doors, especially outside ones, nor too close to stoves.

10. The ear is the most complicated organ in the human system.

ARITHMETIC.

1. (a) $54 + (23 \times 34) - 8 \times (323 + 19) = 54 + 782 - 136 = 700.$

(b) $(54 + 23) \times 34 - (8 \times 323) + 19 = 2618 - 136 = 2482.$

(c) $54 + 23 \times (34 - 8) \times 323 + 19 = 54 + 10166 = 10220.$

2. A *unit of measure* is that by which the value, size, or weight of anything is determined. The board is 10 ft. long; in this, 1 ft. is the unit of measure, used in measuring length. The ax weighs 4 lb.; in this the unit is 1 lb., used in determining the weight.

$$\begin{array}{r|l}
 1744 \overset{5}{5} & 9564 \\
 1688 \overset{2}{2} & 8720 \\
 \hline
 56 \overset{15}{15} & 844 \\
 56 \overset{14}{14} & 56 \\
 \hline
 & 284 \\
 & 280 \\
 \hline
 & 4
 \end{array}$$

4 is an exact divisor of 8524; hence, 4 is the G. C. D. of 1744, 9564, and 8524.

4. (a) .0872 = eight hundred seventy-two ten-thousandths.

(b) 800.0072 = eight hundred and seventy-two ten-thousandths.

(c) .510 = five hundred ten thousandths.

(d) .0300 = three hundred ten-thousandths.

(e) 27.0180 = twenty-seven and one hundred eighty ten-thousandths.

5. (1) 100 per cent. = cost price.

(2) 100 per cent. + 40 per cent. = 140 per cent. = price asked.

(3) 10 per cent. of 140 per cent. = 14 per cent. = amount deducted.

(4) 140 per cent. — 14 per cent. = 126 per cent. = selling price.

(5) 126 per cent. — 100 per cent. = 26 per cent. = gain per cent.

$$(6) \begin{cases} 26 \text{ per cent.} = \$12.22 \\ 100 \text{ per cent.} = \text{---} ? \end{cases}$$

$$(7) \frac{\$12.22 \times 100}{26} = \$47 = \text{cost price.}$$

$$6. \quad T = \frac{I}{P \times R}$$

$$T = \frac{106.40}{560 \times .08} = 2.375 \text{ yr.} = 2 \text{ yr. } 4 \text{ mo. } 15 \text{ da.}$$

7. (1) 6 per cent. per annum for 1 yr. 5 mo. = 6 per cent. $\times \frac{17}{12} = 8\frac{1}{2}$ per cent. for one year.

(2) $\begin{cases} 1085 \text{ per cent.} = \$325.50 \\ 100 \text{ per cent.} = \text{---} ? \end{cases}$

(3) $\frac{\$325.50 \times 100}{1085} = \$300, \text{ the present worth.}$

8. 15 men, 6 hr., 80 ft. l., 60 ft. w., 10 ft. d., 25 da.
25 " 8 " 120 " 70 " 8 " —?

$$\left. \begin{array}{l} 25 \text{ men} : 15 \text{ men} \\ 8 \text{ hr.} : 6 \text{ hr.} \\ 80 \text{ ft.} : 120 \text{ ft.} \\ 60 \text{ ft.} : 70 \text{ ft.} \\ 10 \text{ ft.} : 8 \text{ ft.} \end{array} \right\} \therefore 25 \text{ da.} : (?)$$

$$\frac{25 \text{ da.} \times 15 \times 6 \times 120 \times 70 \times 8}{25 \times 8 \times 80 \times 60 \times 10} = 15\frac{3}{4} \text{ da.}$$

NOTE.—Use cancellation in the above.

9. (a) The power of a number is the product obtained by using the number a certain number of times as a factor.

(b) The root of a number is one of its equal factors.

(c) The cube root of the second power of eight = $\sqrt[3]{8^2}$, or $8^{\frac{2}{3}}$.

10. Reduce $\frac{2}{3}$ rd. to lower denominations.

Solution given— $\frac{2}{3}$ rd. $\times \frac{1}{2} = 2\frac{1}{3}$ yd. $\times 3 = \frac{2}{3}$ ft. $\times 12 = 7\frac{1}{2}$ in.

(1) $\frac{2}{3}$ rd. $\times \frac{1}{2}$ does not = yards.

(2) Nor does it = $2\frac{1}{3} \times 3$.

(3) Nor does $2\frac{1}{3} \times 3 = \frac{2}{3}$ ft.

(4) $\frac{2}{3}$ ft. $\times 12$ does not = inches; nor does the product = $7\frac{1}{2}$.

Correct solution:—

(1) $\frac{1}{2}$ yd. $\times \frac{2}{3} = 2\frac{1}{3}$ yd.

(2) 3 ft. $\times \frac{2}{3} = \frac{2}{3}$ ft.

(3) 12 in. $\times \frac{2}{3} = 7\frac{1}{2}$ in.

(4) $\therefore \frac{2}{3}$ rd. = 2 yd. + $7\frac{1}{2}$ in.

ERRATA.—The Arithmetic answers Nos. 4 and 6 of last month's Journal were incorrect. The processes were correct, the mistakes being in the calculations. The answer to No. 4 should be 67 sheep; answer to No. 6, \$750.

READING.—I. "Why should the pupil be able to pronounce every word at sight before proceeding to read a lesson?"

He should not only be able to *pronounce* each word at sight, but he should also know the *meaning* of it as used in the lesson, before he is called upon to read the lesson orally.

These acquirements are a necessary condition of his being able to read fluently, naturally, and intelligently. If he do not first learn these he will be quite apt to acquire the habit of a drawling and monotonous style of reading, and of reading, or rather *pronouncing*, words and sentences that mean nothing to him. Much of the reading in some of our schools is *not* reading, because the pupil fails to comprehend the meaning of what he reads.

Unless the pupil is made familiar with both the name and meaning of each new word before he attempts to read the sentence in which it occurs, it will

be found that in his haste to speak it in connection with the other words with which it is associated, he will not stop to determine its meaning, but will be satisfied if he can call its name; and when he does not think its meaning he is quite apt to miscall the name.

The child can learn but one thing at a time. There is apt to be much in his reading lesson, both in the words and the ideas, that he is not familiar with. Among these unfamiliar things his mind must move slowly.

A new word may be new in its form, or in its meaning or in both. From its relation to other known words in the sentence its meaning may be seen at a glance; then the full attention can be given to the form and name; or the form and name may be known and then full attention may be given to its meaning or use. But in case that neither name nor meaning are known the inevitable result of requiring him to read that word in a lesson will be that he will give his entire attention to the name and pay no regard to the meaning.

To avoid this evil a word-study should always precede the sentence-study of the reading lesson.

2. "How would you teach a pupil a new word, the meaning of which he does not understand?"

To approximate to a satisfactory answer to this question will require that we make some demand upon the thought and patience of the reader.

Let us suppose the following conditions to be supplied, viz.: that the pupil has learned the sounds of the various letters, and the meaning and use of the diacritical marks. He is passing out of that stage of advancement in reading, in which he has been learning the printed form of words, the meaning of which are familiar to him when spoken, into that stage in which he is required to learn both the form and the meaning of the word. The question supposes that such a word is to be taught.

There are two methods by which this result can be reached, and since these involve two fundamentally different principles, applicable to instruction in every stage of advancement in every subject taught in every kind of school, it is hoped that the readers of the Journal will find the following presentation of each method suggestive of something that will be of value to them.

Let us suppose that the new word to be learned is *leopard*. Our first method is based upon the principle, if we may so name it, that we should proceed by easy and regular steps from what is known to what is unknown, and that no names are to be given until the necessity of a name is manifest, by having something in the mind which needs a name. We may proceed to teach the name in the following manner:

We will suppose that the teacher does not have at hand any picture of a leopard. The children are asked to imagine that a cat is standing upon the teacher's desk. They determine by the teacher's aid how much room it will occupy in length and height, and what color it is. Dwell upon this until the children in their imagination can see clearly the cat standing on the desk. Suggest that they enlarge their image, gradually lengthening it and increasing its height until it fills such a space as the teacher knows from previous study would be required for a leopard. Then the children are asked to give this

image a yellow color, and then to put rose-like clusters of black spots along the sides and back, and picture the belly white.

Now they have made something that is so different from a cat that they must give it a different name. Here the teacher gives the name *leopard*, which is pronounced by the class, is analyzed into its sounds, and the teacher writes upon the board the letters as dictated by the children, with the proper diacritical marks. Their attention is called especially to the fact that the short sound of *e* is represented, in this word, by the two letters *eo*. Having thus associated the image, the spoken name, and the written form together, the thought of any one of these will be pretty sure to bring up the other two.

If the teacher has at hand a picture of a leopard it may be used to correct the children's image which they have formed, or it might be used instead of the image of the cat and enlarged by the imagination in a similar manner.

The other method begins by teaching the mere word—the empty form—first, and then putting a content into it after the name and form are known.

Thus:—the teacher pronounces the word, the children speaking it after her; it is then analyzed into its sounds, and written upon the board as in the former method. Then the teacher proceeds to fill this empty word by constructing a mental image of the object, leopard, which the word names.

In the first method we proceed from the idea to the word; in the second we proceed from word to idea. Which is preferable? Why is either preferable to the other? We close with these questions, and ask that the readers of the Journal will send in some answers to them before the next number.

HISTORY.—The questions in History in the last Journal are so purely matters of fact, for the most part, that they are answered in the text-books, fully and formally, and need not be answered here. A suggestion or two, however, may not be out of place.

A good *reader* of history should have many of the qualifications of a good *writer*—a strong desire to know the truth, patience and perseverance in getting at all the facts, perfect fairness and freedom from prejudice and passion, and a readiness to receive, and to tell, the whole truth.

Men in all ages are pretty much alike in the essential qualities of human nature. The ambitions, passions, aspirations, motives, good and bad, do not vary very much; hence by carefully studying ourselves, and studying men and things about us, we can get a better understanding of events long ago, in their inner spirit and purpose. The newspaper of to-day will throw light on the historical movements of a century or ten centuries ago.

We should broaden our views of history by reading more than one book on the same period, as different writers will look at the same things in different ways. While teaching from a small book, we can also read privately a larger and more elaborate work, as Bancroft's or Hildreth's. Studies in national biography are very valuable studies in national history. The lives of great statesmen, as Hamilton, J. Q. Adams, Webster, Calhoun, will let us into the hidden currents of personal influence and political movement that shaped the times in which they lived. The story of a great invention, as the cotton gin or the telegraph, will give a picture of the social and industrial aspects of the

nation. The annals of a foreign country closely related to us, as England or France, or the biography of a foreign national friend, as La Fayette, will show how we have been moulded by outside influences and agencies, and thus we shall come to a better knowledge of ourselves and our history.

These are some of the ways in which any thoughtful and competent teacher can invest the study of history with living interest and fascination.

THE PRESS AS A MEANS OF GENERAL EDUCATION.

[Dr. Wm. T. Harris recently gave an address before the Indianapolis teachers on the above subject, and the following are the notes of the same taken by a teacher.]

When we view the whole of life we see that education consists of five stages, or is a five-fold process. The period of nurture begins at birth and extends to the age of five or six years. During this period the child is governed by the family, and learns something of language, self-control, habits of life and obedience, by observing and imitating the actions of the family.

Next comes the school, which teaches technical expression—the tools of thought. One unacquainted with technical expression can consider and reflect only on what he sees and hears. The uneducated American and the uneducated Russian, though they know the same language, can not assist each other. They have no principles in common. The American can narrate nothing but the village gossip, and the Russian the most common-place things in peasant life. Educated men of different nations can discuss principles belonging to the whole race, and can therefore assist one another. Great novelists portray the common traits of humanity and assist every one to participate in the life of the whole.

The trade or profession confines the powers of the individual to some particular thing, which better enables him to provide for himself and assist in the affairs of life. The man that procures his own food, makes his own clothes, builds his own house, and tries to provide for all his wants is poorly supplied. But by the division of labor, each helping the other, all are well supplied. He learns to become a part of, and subordinate to, the social whole.

Political education, or the education of citizenship, teaches that as an individual one is weak and puny, but is a necessary part of a mighty state. Nothing can flourish without the protection of the state. The state is the essential condition of history. History deals with the state and not the individual. The highest state is that of justice. The will of the state is the great reality which educates the citizen. To the state the individual owes his existence and must be ready to sacrifice his comfort, property, and even his life for its protection.

The church and other spiritual institutions teaches man to know himself as a being that transcends nature. A being spiritual, as subordinate to and a part of an Eternal God.

Theology expounds the ideas that underlie man, hence the kind of a religion depends upon the underlying principles of the nation.

The printing press is not a phase of education, not a sixth form, but an instrument only, whose function is to enable the five forms mentioned to act. Each of the five phases has for its object the establishment of a relation between the individual and the race. The press as a means of inter-communication surpasses all else. Limiting one to what he sees and hears prevents the development of institutions. The press bridges over time and space, and makes a *then* NOW, and a *there* HERE.

Without books and papers notions would grow very slowly, the discoveries would not be diffused and transmitted.

During the 12th, 13th, and 14th centuries universities were established for the spread of thoughts, and students flocked to them in great numbers, and much good was done. There is little freedom of thought where one must adopt the dictum of the lecturer and is not enabled to think for himself. Since the age of books schools are much improved, the teacher can do much more, and the pupil becomes critical by using his mind.

The daily press tends to scatter urbane life through the country, eliminate local peculiarities, and establish a perpetual advancement. The morning paper supplies all cities and towns on the railroads with an intellectual breakfast of many courses. A good paper is an intellectual telescope; it brings the affairs of a nation vividly before your mind for contemplation and study. Stories of crime are a means of education when the consequences of the crime are coupled with the story. The press is the most terrible engine for the punishment of crime, as it arraigns the prisoner before the bar of public opinion for trial and sentence. We are told that a body moves in the direction of the least resistance. The way of the transgressor is so *hard* that if he had learned a useful trade he would have moved in that direction.

In this day and age no matter how low or poor, one can have access to the printed page. He can associate with the greatest minds that have lived. He can choose his companions from the best men that have lived.

A CAPITAL SPELLING TEST ON FAMILIAR WORDS.

Raillery	Emanate	Indispensable	Gauging
Caribbean	Repellent	Discernible	Sadducee
Hemorrhage	Transcendent	Chargeable	Tyrannize
Collectible	Resurrection	Ostentatious	Sibylline
Singeing	Resistible	Onerous	Daguerreotype
Rensselaer	Salable	Deleble	Idiosyncrasy
Surcingle	Incorrigible	Indelible	Galilean
Caterpillar	Benefited	Moneys	Supersede
Analyze			Ecstasy

DUBOIS COUNTY.—The manual for the public schools is a neat little pamphlet, containing valuable suggestions to teachers, trustees, and useful information for pupils and parents. A. M. Sweeney is the superintendent.

PURDUE UNIVERSITY vs. GREEK SOCIETIES.

About two years ago the trustees of Purdue University, at the instance of the faculty, passed a resolution forbidding the organization of Greek or secret societies in the college. This action caused trouble at that time. Petitions from students, and members of Greek societies not students, were received by the Board, considered, but not granted. The result was the loss of a few students. Since that time all students, upon entering the college, have been required to sign a pledge not to join or help organize any secret society.

At the beginning of the present school year several students who applied for admission refused to sign the above named pledge. Among this number was Thos. P. Hawley, who has since brought suit in the Circuit Court against the faculty and trustees to compel them to admit him without signing the pledge. The result, if reached, we have not yet learned.

It is understood that the University authorities do not object to secret societies on general principles, but claim that their effect upon student life is deleterious. Horace Mann took the same ground, and never allowed the organization of secret societies in Antioch College while he was president of it.

THE SUPERINTENDENT OF PORTER COUNTY IN TROUBLE.—Reason Shinaberger, the superintendent of Porter county, is in serious trouble. Charges of gross immorality have been preferred against him, and he has been tried by the County Commissioners with the following result:

Copy of the Order of Court.—And now again come the parties by counsel, and the court, after hearing the evidence, do find that the material allegations of the petition are true.

It is therefore ordered by the board that the said Reason Shinaberger be, and he is hereby, dismissed from the office of county superintendent; and it is further ordered that the said office of county superintendent be, and is hereby, declared vacant. It is further ordered that the county auditor immediately notify the Superintendent of Public Instruction that the said Reason Shinaberger has been dismissed from the said office and the said office declared vacant.

Mr. S. has filed an appeal bond and served an injunction on the auditor and trustees, restraining them from electing or attempting to elect a county superintendent pending the appeal.

The nature of the charges may be inferred from the following sentence taken from a local paper: "We fully realize that a reputable lady must suffer indignity to accept and utilize a certificate from him without the impossible accompanying signature of a competent witness."

Whether the charges shall be sustained in court or not, public sentiment is such that Mr. Shinaberger's usefulness as superintendent of Porter county is forever destroyed. Like Cæsar's wife, the virtue of teachers, and especially of superintendents, should be above suspicion.

The Dubois county institute will begin November 28th, instead of November 21st, as first advertised.

LA GRANGE.—The La Grange schools are progressing steadily and quietly under the supervision of C. P. Hodge. "Still waters run deep."

SWITZERLAND COUNTY.—The school work is prospering in Switzerland. A large delegation expect to attend the State Association this year.

In last month's Journal the types made the answer to the 10th question in geography, *Antioch*, instead of "Anticosti," as the manuscript gave it.

LIMA —The Lima schools, under the supervision of A. D. Mohler, are advancing rapidly to the front ranks. He is giving very general satisfaction.

BARTHOLOMEW COUNTY.—Supt. J. M. Wallace sends out programmes for township institute work, with valuable accompanying questions and suggestions.

JEFFERSONVILLE, under the superintendency of D. S. Kelley, is reported to be in a very healthy condition, educationally. Everything is moving on smoothly.

UNION CHRISTIAN COLLEGE, at Merom, Ind., has a larger attendance this year than for six or seven years before. Great harmony prevails and good work is being done.

KOKOMO.—A short visit to the Kokomo schools showed some very satisfactory work and everything moving on smoothly. The high school, under the charge of H. G. Woody, numbers over 80 and is doing well.

FORT WAYNE COLLEGE, under the presidency of W. F. Yocum, is doing very commendable work in many practical directions. Its motto is: "Let the boys and girls learn what they will practice when they become men and women."

RIPLEY COUNTY.—Thos. Bagot, the county superintendent, has sent out a circular with subjects and sub-heads for each of the county institutes for the year. Such suggestions are very useful. They give system and unity to the educational work of the county.

The New Albany *Daily Ledger* speaks of the educational facilities of New Albany in very high terms. It specially commends the public schools. It is generally conceded that Supt. H. P. Jacobs has his schools in good working order.

DECATUR COUNTY.—The editor of a Greensburg paper has been out among the schools recently and attended a township institute. He says: "We have given considerable attention to the manner of conducting institutes, and the manners of various teachers, both home and foreign, before their classes, and we unhesitatingly say that Mr. Bobbitt combines more good points as a teacher than any man of our acquaintance. Judging from what we saw last Saturday, our county schools will be greatly benefited by his services."

PURDUE UNIVERSITY.—A letter from a student at Purdue University says: "The college has opened with the most flattering prospects of any year in its history; there being about 100 students enrolled in the college, and 75 in the academy. My experience in the school so far has been most satisfactory."

WINCHESTER.—The schools at Winchester are better attended than ever before, and perfect harmony and good feeling prevails. The high school library, which is constantly increasing, now contains about 500 volumes. The high school has maintained for three years a Lecture and Library Association.

WARSAW.—The schools at Warsaw are moving along very satisfactorily under the supervision of the new superintendent, J. P. Mather. No school building in the state is better supplied with furniture, maps, apparatus, matting for the floor, and whatever is necessary to make the schools successful, than the one at Warsaw.

The manual for the schools of Delaware county, A. W. Clancy, Supt., is a very *full* 40 page pamphlet, gotten up in excellent taste as to matter, arrangement, and general appearance. The most characteristic feature is the detailed programme for the township institutes. Not only the subjects are named, but a full outline for the treatment of each topic. Delaware stands high educationally.

LOGANSPORT.—Report for month ending October 7th: Enrollment, 1542; average enrollment, 1432.5; daily attendance, 1376; per cent. of attendance, 96.1; neither absent nor tardy, 808; pupils tardy, 71; cases of tardiness, 109; visits to schools, 86. As compared with last year, there is a gain in average attendance of 31, and a decrease of more than one half the cases of tardiness. J. K. Walts is still superintendent.

VALPARAISO.—Four of the Class of '81 of the High School are in college—three at the State University and one at a college in Ohio. A member of the faculty of the Ohio college gave our student the credit of having passed the best examination ever passed by a student entering that institution. Of all the applicants for admission to the Naval Academy at Annapolis, Maryland, there was but one from Indiana who succeeded in passing a satisfactory examination, and he was a member of our second year class in the high school. The Senior Class this year numbers eleven. W. H. Banta is still at the head of our schools, and is giving good satisfaction.

LA FAYETTE is now agitating the question of a public library. James J. Perrin offers to be one of ten to raise a fund of \$25,000 with which to purchase a library building. Mr. Perrin has been several years treasurer of the school board, and has accounted for about \$10,000 interest due the funds in his hands, although the courts have decided that there was no law requiring it. At his instance the board has directed that this interest money shall be expended in the establishment of a free public library, and at the last meeting of the board committees were appointed to select books. Mr. Perrin's free-will offering, in the face of the precedent of years, and of the decision of Judge Vinton, in thus handing over \$10,000, is certainly praiseworthy.

The following verse contains every letter of the alphabet :

God gives the grazing ox his meat ;
He quickly hears the sheep's low cry ;
But man, who takes His finest wheat,
Should lift his joyful praises high.

So does this sentence: "J. Gray—Pack with my box five dozen quills."

COUNTY INSTITUTES.

VANDERBURG COUNTY.—The institute convened in Evansville high school, August 29, 1881. The organization was soon completed, and work was begun immediately by the superintendent, who gave a lesson in Compound Proportion. This was followed by R. P. Hooker on Percentage; by W. M. Blake on General Reading, and by R. Spear on History. The sessions were a half-day in length, owing to excessive heat. Enrollment 209. Tuesday the institute was opened by Pres. T. C. Smith, of Union Christian College, Merom; after which he gave a lecture on Language. This was followed by W. A. Bell on Word Analysis; by R. P. Hooker on Arithmetic; by A. C. Shortridge on School Government. Wednesday, opened by W. A. Bell. Reading by Supt. John Cooper; Arithmetic, by R. P. Hooker; Teachers' Qualifications, by W. M. Blake: lecture on Language, by President Smith; Mathematical Geography, by C. Perkins. Thursday, opened by Prof. Smith. Mr. McCutchan lectured on Good Behavior; J. T. Dobell gave a lesson on Commission; Reading, by W. M. Blake; Prof. Smith lectured on The Memory, and J. V. Coombs on What Makes a Teacher. Friday, opened by John Cooper, after which he gave a lesson on Reading; Percentage, by R. P. Hooker; History, by R. Spear. There were lectures each evening except Friday evening. On Monday evening W. A. Bell gave a lecture on Morals, and on Tuesday evening he gave an excellent lecture on Young America and his Sister. On Wednesday evening President T. C. Smith gave an instructive and interesting lecture on the Wealth and Worth of English Literature. On Thursday evening J. V. Coombs lectured on Our Peculiarities, which was amusing. The institute was a good one. The attendance and attention were good. The average attendance was 175. This is a larger attendance than usual.

* * *

LA GRANGE COUNTY.—La Grange County Teachers' Institute convened at La Grange, October 10th, and was fully organized and in working order in less than twenty minutes from the time of calling to order. Prof. Carhart, of the State Normal, conducted the work in Reading and Orthography. C. A. Fyke, of Bryan, O., had charge of the Music. The remainder of the work was done by the home instructors, C. P. Hodge, A. D. Mohler, D. R. Tomlin, and the County Superintendent. The plan prescribed by the State Board of Education was followed with very satisfactory results and was strongly commended by the instructors and teachers. There is no doubt that the plan is a success, and will result in much more effectual work than could have been

done by the old system—or want of system. The evening entertainments were well attended. On Monday evening Prof. C. A. Fyke delivered an interesting lecture entitled "Essential to Success." Prof. Carhart, on Tuesday evening amused and entertained the largest audience he has ever had in the place—this being the fourth time. On Wednesday evening A. D. Mohler delivered an interesting and instructive lecture entitled "The relation of the Schools to the Health of the Pupils." It was particularly adapted to the wants of teachers and parents, and he was favored with an intelligent and appreciative audience. Prof. Clippinger, of Ft. Wayne, interested a respectable, although not a large audience, Thursday evening, with an illustrated lecture on "The Atmosphere." His illustrations of atmospherical phenomena were good. During the week the teachers organized a County Teachers' Association.

THOS. JACKSON, Sec'y.

E. G. MACHAN, Sup't.

OWEN COUNTY.—The teachers of Owen county assembled in their annual convention Monday, August 22d. The term was one of the most interesting and profitable ones ever held here. Many of the old familiar faces were missed, but their places were filled with new ones, and the attendance and attention were good. The prominent workers, or instructors, were Mr. Beattie, of Bedford; Mr. Brown, of Valparaiso; Mr. Harwood, of Carbondale, Ill.; Mr. W. R. Williams and Mr. Robertson, of our own county, all of whom are competent, and presented excellent methods of teaching the subjects assigned them. There were two evening lectures during the week. Mr. Beattie addressed the institute on Tuesday evening, on the subject of "Teaching," and Mr. Harwood, on Wednesday evening, gave his ideal of "The Teacher and his Qualifications," both of which were well attended. The institute closed on Friday afternoon, having had an enrollment of one hundred and eighty teachers, and an average attendance of one hundred and twenty-three.

ANNA E. H. LEMON, Rec. Sec'y.

PARKE COUNTY.—The Parke County Teachers' Institute convened at Rockville, August 29th. The plan of the work was that contained in the outline prepared by the State Board of Education, and gave results highly satisfactory. Prof. E. E. Smith, of Purdue University, presented excellent instruction in Language, Physiology, School Government, and some miscellaneous work, all of which was well received and highly appreciated. His work in Language merits special mention. Miss A. Kate Huron, of the Danville Normal, was present two days and rendered valuable assistance in Reading and Objects. B. A. Ogden, of the Rockville High School, conducted the work in Arithmetic and Orthography. Pres. Geo. P. Brown was present Tuesday, addressed the institute on the subject of "Morals," and lectured in the evening on "The Responsibility of the Teacher." Prof. Smith gave an instructive lecture Thursday evening on "The Tale of the Crust." A general good feeling prevailed and a lively interest manifested throughout the entire session. Enrollment 141, which is an increase of 30 over last year. Arrangements were made to hold a county association.

W. H. ELSON, County Supt.

BELLE MASON, } Secy's.
S. A. PIKE, }

PERSONAL.

A. E. Helm is principal at Warren.

J. C. Houchen is in charge at Zionsville.

W. A. Foster is superintendent of the Knox schools.

E. J. McAlpine is still in charge of the schools at Portland.

O. Z. Hubbell, a graduate of Oberlin, is superintendent at Butler.

John Pennington is still making prosperous the Spicewood Academy.

L. E. Landes is principal of Greentown schools for the present year.

F. M. Allen, formerly of Ohio, is the new superintendent of the Muncie schools.

L. J. Hancock, last year principal of the Montezuma schools, this year has charge at Rochester.

J. H. Kibbie, of Fort Wayne College, is the new superintendent at Kendallville.

Rev. F. A. Friedley is President of DePauw College for Young Ladies, at New Albany.

G. A. Osborn, Supt. of Grant county, has just recovered from a six week siege of typhoid fever.

J. A. Beattie, formerly President of Bedford College, is now in charge of Oskaloosa College, at Oskaloosa, Iowa.

Chas. A. Jackson, who had charge of the Princeton colored school for nine years, is now teaching in Evansville.

A. P. Allen, well known in many counties of Southwestern Indiana, is now superintendent of the schools at Hillsboro, Ill.

Joseph W. Adair, of Columbia City, has been appointed superintendent of Whitley county, *vice* A. J. Douglas, resigned.

C. A. Fyke, late Supt. of the Butler schools, is now living at Bryan, Ohio. He is devoting his time to the sale of his "Speller and Songster."

Jasper Goodykoontz issues monthly reports beautifully done in colored inks. The labor of preparing them must be very great. He teaches in Tipton county.

James L. Denton, State Supt. of Arkansas, has become editor of the Arkansas School Journal, *vice* John R. Weathers, returned to Indiana on account of family sickness.

John R. Weathers has been elected principal of one of the ward schools in New Albany. He formerly filled the same position, but for a year past has been a citizen of Arkansas, where he founded and ably edited the Arkansas School Journal.

L. P. Harlan, superintendent of Marion county, has moved to the country on an \$8000 farm that he owns. His office will remain in Indianapolis. He reports the schools of the county in good running order.

Cyrus W. Hodgin, late of the State Normal School, is at his home in Terre Haute, "enjoying pure unadulterated rest as he never did before." He will spend the winter in work and study for self improvement.

A. J. Douglas, who has been superintendent of Whitley county since the office of superintendency has had an existence, and was examiner before, has resigned his office to accept the charge of a church at Florence, Ky.

R. A. Townsend is entering upon his eleventh year at Vincennes, his second year as superintendent. School interests are prosperous, the enrollment having advanced 214 over that of last year. The high school is fuller than usual.

Coates Kinney, author of the beautiful poem, "Rain on the Roof," has just been elected State Senator from the Fifth Ohio District. He is a lawyer and lives in Xenia. He was for a short time a college mate of the editor of this journal.

S. S. Parr, late of the State Normal School, and editor of "The School Education," is now located at Davenport, Iowa, and is editor and proprietor of a paper called the "Saturday Afternoon People." Vol. I. No. 1, dated October 8, 1881, is before us, and is certainly highly creditable for size, appearance, and "snap."

J. M. Roseberry, a well known teacher in Johnson county and in the State Normal, went to Iowa last spring to work for Appletons' Encyclopedia, expecting to return to Indiana in July. He did not return, and his anxious friends have just been relieved by the following announcement: "Married to Helen Smith, at Winterset, Iowa, October 27, 1881."

J. T. Smith, of New Albany, has resigned the principalship of the Fourth Ward school to accept the position of chief clerk in the State Superintendent's office. In accepting the resignation the school board, among other complimentary statements, made the following:

Resolved, That we accept the resignation of Prof. Smith with hesitancy, and certify that we regret the loss to our schools of one who, for a period of ten years, has proved himself to be a capable and logical educator, and an upright and accomplished gentleman.

Roswell C. Smith, formerly of La Fayette, this state, is the principal owner of *The Century* magazine, of which Dr. Holland was the editor. The scheme for the periodical was agreed upon by the two men when they met in Geneva, Richard Watson Gilder is the assistant editor, and will probably succeed to the vacant editorship.

Prof. J. B. Weston, of Antioch College, Ohio, has been elected president of the Theological School at Stanfordville, N. Y., to take the place of Austin Craig, D. D., deceased. Prof. Weston entered Antioch College as a student

in 1853, at the opening of the college, and graduated with the class of 1857. He was immediately elected principal of the preparatory department of the school, and remained in this position till 1865, when he was elected Professor of Greek, which chair he has since filled. After a connection of 28 years he will find it no easy task to sever his connection with his *alma mater*. He will leave behind a host of warm friends. His church could hardly have made a better selection for the responsible position he is about to assume.

BOOK TABLE.

The Yellow Springs (O.) Review has changed hands, and has been materially enlarged. It is a very respectable paper in appearance, and is well gotten up. The new proprietors are Coan & Tiffany.

The Old Path Guide is the name of an excellent family paper edited by Frank G. Allen, in Louisville, Ky. Jas. I. Hopkins, of this State, contributes a very readable article to the copy before us, on "Booth and the Theatre."

The Christian Union, edited by Lyman Abbott and Henry Ward Beecher, in New York, is the best religious, non-sectarian, family newspaper in the United States. It is always Christian, never dogmatic; always liberal, never radical.

•
Life and Works of Garfield, is the title of a book now in press by Jones Brothers & Co., of Cincinnati, written by Prof. J. C. Ridpath, of Asbury University. This promises to be a book worthy the subject and the author. Further notice will appear when the book is out. J. M. Olcott, agent.

Our Little Ones, first volume, *beautifully* bound by Lee & Shepard, of Boston, is as delightful a Holiday present as could possibly be found for little ones from four to eight years of age. The pictures are elegant and the reading is simple without being silly.

Chatterbox Junior, published by R. Worthington, 770 Broadway, New York, is a Holiday book that will delight boys and girls from six to ten years of age. It is filled with pictures that will make the hearts of children glad. Very many of them are full-page pictures. The stories both interest and instruct.

VAN ANTWERP, BRAGG & CO. have had written special state editions of the various states for their series of Eclectic Geographies. These give valuable information for each state that could not be put in a book intended for general distribution. By taking these state editions and binding them together they have made a volume of great value, especially to teachers. They have also bound separately the special geographies of Ohio, Indiana, Kentucky, Illinois, Michigan, and Wisconsin. As four of these states bound our own, this volume, which costs less than the complete one, will be most valuable to Indiana teachers.

The School News, published in Indianapolis by H. D. Stevens, is a paper that all teachers need to examine. It makes a summary of the news, both foreign and home, and is therefore valuable for school use, especially to those teachers who do not have access to daily papers. Teachers should be posted as to what is transpiring in the world, and they should keep their schools informed as to the principal events. Send for sample copy.

Annotated English Classics. — Tragedies of Cymbeline and Coriolanus. By Henry N. Hudson. Boston: Ginn & Heath.

We have now before us Hudson's *Cymbeline* and *Coriolanus*, which complete the *twenty three* Plays, carefully expurgated and annotated for school use. The series contains the following:

Midsummer Nights' Dream, Merchant of Venice, Much Ado about Nothing, As You Like It, Twelfth Night, The Tempest, Winter's Tale, King John, Richard II., Richard III., Henry IV. Part 1, Henry IV. Part 2, Henry V., Henry VIII., Romeo and Juliet, Julius Cæsar, Hamlet, King Lear, Macbeth, Antony and Cleopatra, Othello, Cymbeline and Coriolanus.

No author in this country stands higher than Mr. Hudson as a Shakespearean critic.

The most obvious peculiarity of this edition is that it has two sets of notes; one mainly devoted to explaining the text, and printed at the foot of the page; the other mostly occupied with matters of textual comment and criticism, and printed at the end of each play. This edition is specially adapted to school use.

It may be interesting to know that Hudson's school plays have had a copyright sale of 83,771 volumes in the last six years.

Outline of the History of France, being an abridgement of Guizot's popular History of France, by Gustave Masson. Boston: Estes & Lauriat.

This volume is comprised in about 600 pages, and gives a history of France from the earliest times down to the outbreak of the Revolution, 1789. Guizot's History of France is one of the best that has ever been written, but its size and cost put it beyond the reach of many who will be glad to avail themselves of this abridgement. The author has adhered to the original text so far as practicable. The volume is well bound, on good paper and is in open, clear type, and well illustrated. Full-page portraits are given of all the principal characters. The marginal notes are full and of great value for ready reference. A full index and a chronological table are matters of great convenience. The volume is a valuable addition to any library.

The Teacher's Dream, by W. H. Venable. Illustrated. New York: G. P. Putnam's Sons.

This is a delightful little poem written several years ago by Prof. Venable, of Cincinnati, but who was formerly a teacher in this state. The poem has not only smoothness and rhythm, but it has a touch of that poetic spirit which moves the heart, quickens the imagination, and elevates the feelings. The author has a personal letter from the poet Longfellow, highly praising "The Teacher's Dream." No teacher can read it unmoved. It has recently been

beautifully illustrated by the master artist, H. F. Farney, and published in book form. It would make an appropriate and appreciated Holiday present.

June on the Miami, is the name of another very readable poem by the same author.

Prof. Venable is still engaged in teaching, and is an honor to the profession.

Government Class Book. By A. W. Young. New York: Clark & Maynard. J. D. Williams, Chicago, Western Agent.

This volume is divided into two parts. Part I. treats of Principles of Government: *a* General Principles; *b* Government in the State; *c* The United States Government. Part II. treats of the Principles of Law: *a* Common or Statutory Law (or municipal law); *b* International Law.

The information contained in this book is such as should be possessed by every American citizen. There is no other text-book covering the same ground, and it is admirably adapted to use in high schools. As a book for the non-professional reader it is excellent. It should find a place in every family library.

Practical Logic; or, The Art of Thinking. By D. S. Gregory, D. D. Philadelphia: Eldridge & Brother.

Most books on logic and mental science deal abstractly with the laws of thought and the laws of reasoning and tax the memory with theories and forms, but do little of anything in the way of making a practical application. The object of this book is to give a system of logic by which students may be trained into the habit of correct thinking. The only way of learning to think is by thinking; the only way of training a pupil to think is by making him practice thinking.

Without a practical school-room test we should say that this is the most *practical* book ever written on this difficult, but important subject.

BUSINESS NOTICES.

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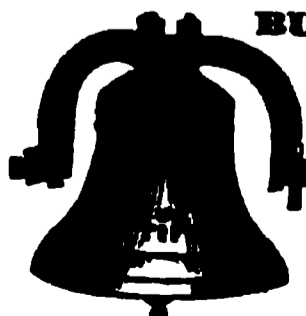
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INDIANA SCHOOL JOURNAL.

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UNDER THE SURFACE.*

CARRIE B. SHARPE, FORT WAYNE.

AFTER speaking of the "treacherous under currents" which threaten the public school system the writer said:

One of these is the overcrowded programme which we find in all our city schools. Twenty-three years ago, or more, the prevailing methods of teaching cultivated the memory to the neglect, almost, of the other faculties of the mind. The teacher had little to do but to assign lessons, hear recitations and keep order. The text-book was everything. No suggestions or explanations were demanded of the teacher. The 'course' consisted of arithmetic, reading, writing, geography and spelling. The work in arithmetic was emphatically "ciphering" without explanation or analysis. In grammar, parsing was the principal thing; therefore, the scholars parsed from Milton, Cowper, or Young, without a thought of constructing sentences of their own. Reading consisted in calling over words, stopping to count one at a comma, two at a semi-colon, and four at a period. The highest scholastic attainments consisted in being able to spell all the words in the spelling-book, not ten per cent.

* The principal part of an address read before the State Teachers' Association, December 30th, 1880.

of which either teacher or pupil could use. This study of books alone left dormant the observing faculties, and consequently the best scholars were often the most ignorant concerning the things necessary to success in life. The boy who went to school a few months in the winter and spent the rest of his time in learning by experience those things which his position in life demanded, far surpassed in the race for honor and wealth the boy who devoted himself exclusively to school. As this became apparent there arose a great cry that the work in the public school was not practical. Agassiz said, 'Our schools are the tread-mills of knowledge, when they should be the living sources of knowledge.' Other thinkers, realizing that whatever a nation would have appear in its people it must put into its schools, made these schools the subject of much serious study.

America was no place for the sleepy book-worm. Activity, quickness, sharpness of perception, the things demanded in our times and our country, called for a cultivation of the perceptive faculties. For this purpose the methods of Pestalozzi and Froebel were transplanted, and object lessons were introduced into all the primary schools. Instead of the teacher's being a mere recitation-hearer she came to do all the work, while the children looked, listened and talked. The dull, dry work of memorizing was supplanted by the exercise of the perceptive faculties. The change was a pleasant one for the children, and the prospect was very bright. One innovation opened the way for another. Each year added something to the course, until the cry which arises from the heart of every worn-out, over-worked, over-worried teacher is for time, time, time, in which to accomplish the work demanded of her. Has this cry reached your ears, oh, ye educators, who plan these new departures? Do you realize what a weighty burden you have laid upon the shoulders of teachers and pupils? You invited them to the goodly land of Goshen, and fed them with the corn of Egypt, but, alas, as the years passed you have pressed upon them burdens too heavy to be borne, and have set task-masters over them who make life in the school-room a trial and a vexation of spirit.

Let me give you a glimpse 'under the surface.' You added

music to the 'course,' and provided a special music-teacher, who plans the work, gives it to the teacher, and demands the results for which his theory calls. You added drawing, and provided a special drawing-teacher, who plans this work, gives it to the teacher and demands results. You added science lessons. A scientist prepares a course of lectures, which is given to the teacher and certain results demanded. You make elocution a special branch, and provide a special teacher who also plans work and demands certain results of the teachers. All these things have been added to the course of study, but what has been dropped out or decreased in quantity to make room for the new? Nothing; nothing at all. On the contrary, the same demand for more thorough practical work which added the new studies to the course, has increased the amount required in the old ones. Page after page has been added to the arithmetic, table after table for measuring all sorts of articles, both according to the established usage of our country and according to the metric system, which may some time be adopted, and rule after rule for calculating the work of every manner of artificer, while a knowledge of all the various kinds of stocks, bonds and notes which are quoted in our monetary reports must be attained by the pupils. Geography, too, from a mere memory exercise, has grown into a full-fledged science. The pupil must draw the map of every country upon the earth's surface, and understand all about its climate, surface, soil, productions, with the character and occupations of the people. United States History has been doubled since the civil war. Grammar has expanded from a parsing exercise to a science, embracing composition and rhetoric. And reading! what an amount of work is demanded in this branch! Besides the special work in elocution, not a selection may be read until the pupil has learned the biography of the author, with the names and characteristics of all his works; can define every word in the lesson, and explain every allusion to any work of art, event of history, or fable of mythology. The preparation of a single reading lesson is a herculean task, involving a vast amount of research.

Now run over a programme: Reading, writing, spelling,

arithmetic, geography or history, language, music, drawing, and science. A lesson in each, except perhaps the last, to be studied and recited each day. Five and a half hours is the average length of a school day, an allowance of half an hour to each study, both for its preparation and recitation. Is it any wonder that pupils get a smattering of many things and master nothing? It is not possible for the immature mind of a child to be spread over so much surface, hurried so from one subject to another and accomplish anything. The new way is scarcely better than the old. That compelled the child to spend time upon things not needed in practical life, but the study was a discipline for the mind. Hours, perhaps days, were spent on a single difficult problem, but when it was accomplished more had been gained than the answer to that problem. Now, no pupil can spend time to work out such a problem, or he is left behind in the race for promotion. Just here is another very dangerous current. To fail in a lesson results in a low mark, and disgrace to the pupil. If his marks do not reach a fixed standard he must fall back into a lower grade. The temptation is exceedingly strong for him to secure the marks at any sacrifice of honor and principle. Therefore, instead of using the little time he has in mastering the lesson, he employs it in devising means to deceive the teacher and secure the marks, and not unfrequently he finds his teacher a powerful though unconscious ally. Do you ask how this can be? Let me tell you. The teacher is under a heavier pressure than the pupil. Her tenure of office, her bread and butter, depend upon those same marks. To-day one task-master, the superintendent of music, perhaps, examines her school, and compares the results with those of other schools of the same grade. To-morrow, another, the superintendent of drawing, perhaps, calls for results and makes like comparisons. The next day another, and then another, and then come the examinations in the 'solid studies,' as we call them. Each of these task-masters looks at his own requirements and wonders that any teacher could fail in teaching so small an amount, and grades the teacher according to his ideal standard, forgetting that he is only one of many. And the sum of these requirements is an

impossibility, both because of the amount required and the lack of preparation on the part of the teacher to comprehend the plan of the specialist. But, according to the average of these marks the teacher is graded, upon them the amount of her salary and even her position depend. She can not help being very anxious over these things, and her anxiety shows in her countenance, until the pupil learns to depend upon the play of her features for his assurance in the correctness of his work, rather than upon his knowledge of the subject.

We have fought for the Bible in our schools, and secured its retention, but obedience to its teachings is not among the requirements demanded of a teacher. We repeat the Lord's prayer in our morning exercises, asking 'Our Father' to 'lead us not into temptation,' and then we pile up temptation mountain high. Is it any wonder that occasionally a teacher so far forgets her 'high calling' as to become a willing assistant in the deception? Even among the twelve apostles of the 'Great Teacher' there was a Judas who deliberately sacrificed everything to love of gain, and a Peter who, though loyal at heart, fell under strong temptation. And no company of workers since has been without its Judas and its Peter; so there are some, even among teachers, who are not able to stand against the pressure. Such a teacher smooths the way for the children by helping them a little here and a little there. She encourages them now and then by giving them 100 per cent. which they have not earned, but which pleases them and helps the standing of the school. She walks about among the pupils while they are preparing written work, and gives them many a little hint. If they are drawing, she occasionally takes the pencil to show them how to do it, and the design grows under her fingers. She prepares wonderful lessons, which are sure to be the ones in the programme the day company is there. Her motto is, 'Get results; get them honestly if you can, but get them at any cost,' and get them she does. Things present a fair surface, and she is commended for her work, receives high marks, is praised by special teachers and superintendent, and, seemingly, dishonesty is the best policy. But no man liveth to himself, and such a teacher injures not only her own scholars but countless others.

These satisfactory results convince those who have authority in assigning work that the amount is not more than can be accomplished. They reason that what one teacher can do another ought to accomplish also, and condemn those who fail to get like results. The principal, proud to have one such school in his building, urges other teachers to do as well, and if he succeeds the superintendent holds up that special building as a model and a spur to others, and so the temptation to get like results in like manner becomes a mighty current, against which it requires the courage of a martyr to stand. The evil spreads even further. A 'report' of these schools is published, setting out in glowing light the wonderful things done in them. Superintendents from other cities come to see if these things be true. Of course they are taken to see the show school, for a superintendent is not always proof against the temptation to show them the school which will appear best, even though he may suspect that all is not 'certain true all through.' These visitors go home to put fresh pressure upon their teachers, for what can be done in one city must be done in another, and yet in each case the one who sees his neighbor's superiority goes home with a suspicion that things are not quite what they seem. And so we are unconsciously developing suspicion everywhere, and teaching dishonesty. I do not believe that our schools are responsible for that dishonesty which is the curse of our nation, but we are allowing ourselves to be carried along in the current with the outside world, instead of fighting against it, as we should.

Another treacherous current lies in the discipline of our schools. School boards and superintendents make rules which read well, and which, if enforced, would be all right. These rules the teacher must read to her pupils and pretend to enforce, but in every school-room there is the one incorrigible boy, at least, who will break over law, and then what can the poor teacher do? Corporal punishment has been abolished by legislation in some cities, and by public sentiment in others, and with it every other form of punishment which was formerly in use. The teacher must not whip the pupil, nor detain him after school, nor deprive him of his recess, nor make him perform any extra labor. She

may report him to the principal, but in most cases the principal can do little more than the teacher, because he is so cramped and hampered by higher authority, and above all by public sentiment, that there is nothing for him to do but to send the offender back to the school-room to do a worse thing to-morrow because he has tested the law and found it had no backbone. Henceforth he becomes 'a thorn in the flesh' to the teacher which she must manage as well as she can. She has lost the respect of her pupils as well as her own self-respect. She feels the hypocrite she is obliged to be, but there is no help for it. It is strange when we look the matter squarely in the face, how our schools are kept in as good discipline as they are. The teacher's only weapon is her own personal character and quiet influence. Alas, it is the old story of 'bricks without straw.'

For twenty years we have been adding to our course of study, until, as I have endeavored to show, it is impossible to accomplish all that it requires. And still the end is not reached. Just now a cry for 'technical education' fills our land, and educators are devising means to yield to the demand. 'Education,' says one, 'should be a preparation for life, and should be like the life for which it prepares;' therefore, he argues, that as the children in our public schools will have to make their own way in life, they should be taught a knowledge of the various industries of our country. Is not this merely a plating? Is not the real practical work of the schools so to train the youth as to make them intelligent, thoughtful citizens; able to bear adversity with courage and prosperity without exultation, to inspire them with manliness, self-control, justice, and above all, with righteousness, and then leave each to select his own special vocation and secure the necessary training therefor? In other words, is it not the business of our schools to make citizens rather than skilled workmen? If this be true, then the first work which is demanded of educators is to cut out of our course of study that which can be spared, and to adapt that which remains to the abilities of the child and the conditions under which the work must be performed. We might spare much from our arithmetics, and secure better results, both in respect to mathematical knowledge and mental discipline.

Geography, also, will admit of much pruning, as will most other branches. Science lessons as now arranged in most schools are beautiful in theory, but worse than useless in practice. Let us consider an ordinary science course just a moment. The first year's work is a course of lessons in botany. The children are to bring leaves and flowers into the school-room and examine them, while the teacher supplies the words which the child needs to express what he sees. He learns the names of the different kinds of leaves, with the terms applicable to their various forms of margin, apex and base—all new words which he can neither spell nor pronounce. The next year the lessons are upon zoology, and the child learns the various classes of animals and their names and characteristics. The third year physics is studied, and the child sees a few experiments, and possibly learns one or two of the laws of matter and force. The fourth year lessons are upon botany again. These lessons commence where those of the first year left off. The lessons of the fifth year take up animals again, and fit on to those of the second year. This course reads well, in practice it is very faulty. Very few children of the fourth grade of any city school were in the same school when in the first grade, and of those who were very, very few have remembered all this time those hard names learned so long ago, and never used since. And then, what teacher of the fourth grade makes conversational lessons to fit in and supplement those made by another teacher, three years before, for a set of pupils of the first grade? And again, did either of the teachers have sufficient knowledge of, or love for, science to teach the lessons according to the idea which dictated the lessons? Much time and study is needed to readjust these studies, to cut out, put in and fit into the best places the elements of true education, for with the elements only have we to do. The filling-in must be the child's own work, in after years. We must be content to lay the foundation, and leave the edifice to be built later. But this foundation should be laid with great care and thoroughness. It should consist in developing the child's own abilities, in teaching him how to acquire knowledge, and how to use it. And the corner-stones thereof should be industry, honesty, and obedience to law.

MYOPIA, OR NEAR-SIGHTEDNESS.

W. A. BELL.

[The editor of this journal, as president of the Indianapolis School Board, has contributed to the forthcoming Report of the City Schools, an article on the "Hygiene of the Schools," and among other topics has discussed the relation of near-sightedness to the public schools. The following is what he says :]

R. LINCOLN, of Boston, says: "It is generally known that school-work is often associated with impaired sight. The impairment consists in most cases in the development of near-sight or myopia. Most children at the age of five or six have normal vision; a moderate percentage are far-sighted, and a much smaller percentage are near-sighted. This is the case at least in America. But as the age increases, a regular increase in near-sight is observed among school children in various parts of the world. * * In *Erismann's* examination in St. Petersburg the results were as follows: Number of eyes examined, 4,358: percentage of near-sighted eyes in the youngest classes, 13.6; in oldest classes, 43.3. In *Conrad's* examination in Königsberg the number of eyes was 3,036: percentages of near-sight in lowest classes, 11.1; in highest, 62.1. In the table of *Drs. Loring and Derby*, of New York, based on 2,265 persons, the corresponding percentages were 3.5 and 26.78. The period of time covered by these statistics is that between the ages of six and twenty-one years.

"These statistics are confirmed by a great number of others, covering, in all, over 20,000 children in Germany and America. They seem to show that while the Germans are a much more near-sighted race than ours, the same condition of things exists among ourselves to a limited extent, and due to the same causes."

The extent of myopia is further indicated by the results given for the cities named as follows:

Dayton—number of pupils examined, 765: per cent. in district schools, 15.35; per cent. in intermediate schools, 17.65; in high school, 18.32.

Cincinnati—number of pupils examined, 630: per cent. in district schools, 10; in intermediate, 14; in normal and high school, 16.

Brooklyn—Polytechnic, 300 students: academic department, 10 per cent.; collegiate, 28 per cent.

Buffalo—public schools, 1,003 pupils: the percentage ranged from 5 per cent. at 7 years of age to 26 per cent. at 18 years.

Indianapolis—Dr. I. A. E. Lyons, Professor of Diseases of the Eye and Ear in the Central College of Physicians and Surgeons, last year examined the eyes of 1,015 pupils of our city schools. Of these 21 boys and 65 girls, 86 in all, were found to be myopic. In school No. 12, situated in a manufacturing district, 233 were examined, and only 3.4 per cent. were myopic. In school No. 2, situated in a wealthy district, 326 were examined, and the per cent. of myopia was 8.5. In the high school 456 were examined, and 40 were found to be myopic, which gives a per cent. of 8.77. The per cents in the different years ran as follows: First year 5.8; second year, 7; Juniors, 11.2; Seniors, 16.6.

The above is perhaps a fair exhibit of our schools as to myopia. Had the German schools been included the per cent. would doubtless have been increased. Had the colored schools been included the per cent. would doubtless have been reduced.

Comparing these per cents with those from other cities it will be seen that the showing for Indianapolis is very flattering. No other city can boast so low a per cent. of myopic children.

From the above facts and others I conclude, (1) that a near-sighted eye is a diseased eye; (2) that near-sight itself is not generally transmitted, only the *tendency* to it; (3) that it seldom develops *before* the age of 6 or 7, nor *after* the age of 16; (4) that uneducated people are seldom troubled with it; (5) that while it is true that the per cent. of cases increases with the age of school children, it does not follow that the schools are wholly responsible for this increase.

Dr. Conklin, who made the investigation in Dayton, Ohio, says:

“1. All those causes which lower the vital stamina predispose to the development of myopia—as inheritance, impure air, improper food, etc.

“2. All those causes which subject the eyes to excessive or prolonged strain—as defective light, bad type, pale ink, greasy slates, poor black-boards, etc.

“3. All those causes which produce congestion of head and eyes—as prolonged use without intermission, faulty position of body, faulty construction of school furniture, etc.”

It seems from this that not only bad light, but bad air, bad food, insufficient exercise, indigestion, residence in a narrow, dingy street, stooped position while studying, every thing that tends to “laxity of tissue” or the impairment of the general health tends to the production of myopia.

It is evident that most of these causes are much more prevalent and potent in the homes of the children than in the schools as at present conducted.

Special attention is called to the difference in the reports of schools Nos. 12 and 2. The school requirements and conditions are essentially the same in the two buildings, and the fact that there are more than twice as many near-sighted children in No. 2 as in No. 12 can only be accounted for by influences outside the school-room, and for the most part beyond the control of teachers or school authorities.

Special attention is called to these other facts: Out of the 86 myopic persons found in the schools only 21 are boys; and out of the 40 cases in the high school only 9 are boys. As the school conditions and requirements are the same for both sexes, the great difference must be accounted for by home influences and habits. These two facts practically demonstrate that the chief causes of myopia are outside the school-room.

In the preparation of lessons for school there is little demand for continued strain of the eyes. In study there is a continuous looking on and off the book, and as the type of our text-books is uniformly large the eyes seldom suffer from this kind of work. The probability is that ten persons injure their eyes by reading New York Ledger stories and cheap novels at home, by poor light, when the eyes are required to follow small print for hours together, to where one injures his eyes by studying school lessons.


Dr. Lyons says: “Distant objects never cause myopia, consequently the black-boards do not come in for a share in the cause of near-sightedness.”

The following rules in regard to the use of the eyes should be impressed upon the children by the teachers, and it might be well to have them printed in large type and put up in every school-room in the city :

1. Do not read or sew with insufficient light.
2. Never read or study with light coming directly from the front.
3. Never read or sew in the twilight.
4. Never read or work in a stooping position ; sit erect.
5. Never read when lying down—this is very trying on the eyes.
6. Hold the book from which you read from 12 to 15 inches from your eyes, and keep the page perpendicular to the line of light.
7. Never read or write before breakfast by candle-light nor gas-light.
8. Never play tricks with the eyes, as squinting or rolling them.
9. Do not read in street or railroad car while in motion.
10. When engaged in prolonged study, if the eyes become painful, rest them frequently by looking at distant objects.

STATE BOARD QUESTIONS.

W. H. BROWN.

 APPRECIATE the questions prepared by the State Board of Education for the examination of teachers. Their answers and suggestions are of much help to the profession. No teacher who follows closely the development of the State Board questions need remain ignorant of the elementary branches. I think these are doing much to facilitate, generalize and systematize our common school system. But by no means do they accomplish their intended purpose. Not on account of any deficiency in the questions, but on account of the morbid conditions of some teachers and the ignorant or neglectful work of perhaps some few county superintendents.

Education is advancing. Honest men and women are more thoroughly understanding the great purpose for which they exist. They see more clearly the relation that youth has to manhood and womanhood. The activities of the child's mind and the necessity of leading these in their proper channel is better understood than ever before. The child's wants are day by day better known and attended to. The relation which the different organizations of society sustain to each other, that of the child to the citizen, that of the citizen to the state, and the relation of primary instruction to all these are great incitants to thorough work and right action.

Some superintendents realize these facts and have brought and are bringing their teachers up to that point or standard in which "the law of the mind and the fact in the thing" reflect with pleasure the method of instruction to the generous, thoughtful teacher. Others are seemingly indifferent and careless about their work, its success and the manner and thoroughness in which it is done. They do not show by precept or example that they have at heart the cultivation of the teacher and general welfare of all the people.


Some teachers, many teachers can not pass a scientific or logical examination on the entire list of State Board questions. They involve principles and methods once untaught, once unthought of. In order to answer these questions fully the teacher needs to know the principles of primary teaching, the purpose of the school, and to have some experience, at least, in normal work. The teacher who will not bring up these, and the superintendent who does not labor to bring his teachers up to the standard are neglecting that duty which they owe themselves and their patrons and citizens. They are neglecting that which in virtue of their positions they are bound morally, socially and mentally, not to say legally, to perform. And to such the state would do justice to its youth, to its citizens, to itself, to give a donation equal to salary and let them retire. Not because of rapid advancements in education; not on account of a school system whose leading elements are too complicated to be understood; not on account, as I have heard said, of an unjust and

complicated set of questions; but because of neglect, indolence and disposition to thoughtlessly *drift* through this life, at least intellectually.

I do not mean to say that an incompetent teacher, in one sense at least, should not begin to teach. He should. But if he persistently remains so, surrounded, as he is, by books and journals of high and ever-abiding principles and practical normal schools, he should *unwillingly*, if not willingly, retire from the profession. And that superintendent who, surrounded as he is, by the greatest educational helps, and in whose ear ever rings a demand for skillful, professional ability, fails to be of an educational benefit to the young of his county; fails to stimulate his teachers to a higher and a more perfect culture; fails to administer justice either by omission or commission in examination of teachers, etc.; fails to fill the duties of his office, is a burden to the people, and ought to be dismissed for neglect or incompetency.

"THE IDEAL TEACHER."

F. E. LITTLE, NORTH VERNON.

 TRUE conception of a man's purposes in life are indispensable to their realization. He who entertains a *false* conception of the object of his life-work is like the mariner without a compass steering aimlessly o'er a stormy sea. He who knows not the end of his work from the beginning can not rise to the responsibilities of the hour.

What is the work of the teacher? what is the end of teaching? These are questions that require an answer ere we can have a true idea of the character of the ideal teacher.

The work of the teacher is evidently one with the work of the school, his *purpose* is *its* purpose; hence to form a conception of the *ideal teacher* we must know the real purpose of the *school*, in which he is the moving spirit. To gain an idea of the purpose of the school we must know the purpose of the state of which it is the creature. What is the state? The state is the organized

moral, intellectual and physical force of the people. Its purpose is to determine a standard of right, and to put into operation forces tending to produce conformity to that standard.

These forces are of two kinds: the first takes the citizen who refuses to conform to the standard, and by the application of a penalty seeks to work such a reformation in his character as shall lead him after its infliction to conform his actions to the will of the state; *this is the pound of cure*. The second takes the citizen while the mind is plastic, and the heart pure, and seeks to impart to him correct views of life and its duties, to instruct him in the cultivation of right habits, to assist him in the development of his moral, intellectual and physical forces, that he may fight the battles of future life armed at every point, that he may conform to the standard of right established by the state, that he may be a *good citizen*. This is the ounce of prevention, this is the school.

The purpose of the school, then, is to serve as an instrument in the hands of the state to enable the people to realize good citizenship, and if we are able to define the elements of good citizenship we shall have a true conception of the purpose of the school, and hence of that of the teacher. What constitutes a good citizen? Whatever may be our views as to his minor characteristics, there are three things upon which we can all agree as being indispensable. First, he must have a healthy physical organization, through which the higher forces of his character may operate effectively in performing the manifold duties incident to civil life. The vigor of his thought and the healthy tone of his morals are largely dependent upon pure blood, sound lungs, good digestion.

In the second place, he must have brains. In the complicated relations of life the citizen comes in contact with intellectual forces that try his metal to the utmost; to meet such forces he must be well equipped with the armor of intelligence, the visor of discernment, the helmet of reflection, the breastplate of meditation must be well adjusted, and the scimeters of thought must be keen and glittering to enable him to withstand the giants of intellect that ere long cross swords with him. In the third

place he must have a quickened conscience, a moral sentiment that will add strength to his character, purity to his motives, charity to his actions; a moral power that will lead him to employ brain and arm in the achievement of right and the suppression of wrong.

It is not enough then that the child be taught the elements of mathematics. It is not enough that he be made acquainted with the beauties of authors, and the excellencies of poetry. It is not enough that he be instructed in the mysteries of science and draw pleasure from the rocks; not enough. He may be able to solve the most intricate mathematical problems, he may have the ability to point out the merits of Byron, Longfellow, or Shakespeare; to translate the works of Horace or Dante, or read Schiller in the original; he may superadd to this the power to explain the mysterious movements of the planets in inter-stellar space and read the fossils of the Paleozoic rocks; but this does not constitute good citizenship. Intellectuality alone will not suffice, he must have good morals. The acts of his life as a citizen must be performed under a sense of responsibility to *God* and *man*. Without this education is an evil. Intellectual strength uncontrolled by moral principle becomes a curse. It is not the poor sneak thief, or common burglar that causes the social fabric to tremble; it is the scheming, intellectual scoundrel, who uses brains to evade the law, and from his high social standing aims the darts that destroy the peace of the family and pierce the very vitals of the body politic. It is the Tweeds and Fisks, the Burrs and Catilines of society that are our greatest menace.

In addition to intellectuality and good morals the child must have a sound physical system, the laws of hygiene must be well understood and constantly obeyed, with enough of physiology and anatomy to render those laws intelligible. All these things must be looked after.

The question we should ask ourselves then, in determining the character of the ideal teacher is, Are we building the character of the child in such form and of such material that when built it will embody the elements alluded to?

The teacher who looks out into the future of the child and

thus equips him for the duties of citizenship, who thus puts into his hands the tools for future work is the ideal teacher, and is fulfilling the duty the state requires at his hands; while he who is failing to do so, through false conceptions of the purpose of his work or natural inability to put into operation the forces necessary to the attainment of the purpose if known, has missed his calling, is betraying the trust the state reposes in him, and falls short of the true ideal teacher.

HOW TO SECURE OBEDIENCE.

J. G. FITCH.

You can not get it by demanding or claiming it; by declaring that you will have it; or even by explaining to your scholars how useful and indispensable it is. Obedience is a habit, and must be learned like other habits, rather by practice than by theory; by being orderly, not by talking about order.

There are some things on which it is well to draw out the intelligence and sympathies of a child, and to make him understand the full reason and motive of what you do. But on this point, I would not, except upon rare and special occasions, enter into any discussions, or offer any explanations. All entreaty—"Now do give me your attention;"—all self-assertion—"I will have order;"—all threat—"If you don't attend to me I will punish you," are in themselves signs of weakness. They beget and propagate disobedience; they never really correct it. All noise and shouting aggravate the evil, and utterly fail to produce more than a temporary lull at best.

"He who in quest of silence 'silence' hoots,
Is apt to make the hubbub he imputes."

All talk about discipline in a school is in fact mischievous. To say "I ought to be obeyed" is to assume that a child's knowledge is to be the measure of his obedience, to invite him to discuss the grounds of your authority, perhaps to dispute it. A nation, we know, is in an abnormal state while its members are

debating the rights of man or the fundamental principles of government. There should be underlying all movement and political activity, a settled respect for law and a feeling that law once made must be obeyed. So no family life of a right kind is possible if the members treat the authority of the parent as an open question.

The duty of obeying is not so much a thing to be learned *per se*. It must be learned before the learning of anything else becomes possible. It is like food or air in relation to our bodily lives; not a thing to be sought for and possessed for itself, but an antecedent condition, without which all other possessions become impossible. So it is not well in laying down a school rule to say anything about the penalty which will fall upon those who transgress it. Show that you do not expect transgression; and then, if it comes, treat it—as far as you can with perfect candor and honesty do so—as something which surprises and disappoints you, and for which you must apply some remedy rather for the scholar's sake than your own.

Now, the first way to secure obedience to commands is to make every rule and regulation you lay down the subject of careful previous thought. Determine on the best course, and be sure you are right. Then you will gain confidence in yourself, and without such confidence authority is impossible. Be sure that if you have any secret misgivings as to the wisdom of the order you give, or as to your own power ultimately to enforce it, that misgiving will reveal itself in some subtle way, and your order will not be obeyed. An unpremeditated or an indefinite command—one the full significance of which you yourself have not understood—often proves to be a mistake, and has to be retracted. And every time you retract an order your authority is weakened. Never give a command unless you are sure you can enforce it, nor unless you mean to see that it is obeyed. You must not shrink from any trouble which may be necessary to carry out a regulation you have once laid down. It may involve more trouble than you were prepared for; but that trouble you are bound to take in your scholar's interest and in your own. We must not evade the consequences of our own errors, even

when we did not foresee or even desire all of them. The law once laid down should be regarded as a sacred thing, binding the law-giver as much as the subject. Every breach of it on the scholar's part, and all wavering or evasion in the enforcement of it on your own, puts a premium on future disobedience, and goes far to weaken in the whole of your pupils a sense of the sacredness of law.

And when rules and orders descend to details, your supervision should be so perfect that you will certainly know whether in all these details the orders have been obeyed or not. Unless you can make arrangements for detecting a breach of law with certainty, do not lay down a law at all. It may be replied to this, that an attitude of habitual suspicion is not favorable to the cultivation of self-respect in a scholar; and that you want often to trust him, and show you rely on his honor. True. The development of the conscience and of the sentiment of honor is one of your highest duties; but in cases where you can safely appeal to the sense of honor, it is not a command which is wanted, but a wish, a principle, a request. You explain that a certain course of action is right or desirable or honorable in itself; and you say to your scholar, "Now I think you see what I mean; I shall trust you to do it." That is, you part in some degree with your own prerogative as a governor, and invite him to take a share in his self-government. But you do not put your wishes into the form of a command in this case. Commands are for those in whom the capacity for self-command is imperfectly developed; and in their case vigilance does not imply suspicion; it is for them absolutely needful to know that when you say a thing it has to be done, you mean for certain to know whether it is done or not. Involuntary and mechanical obedience has to be learned first; the habit of conscious, voluntary, rational obedience will come by slow degrees.—*Canada School Journal*.

Good qualities are the substantial riches of the mind; but it is good breeding that sets them off to advantage.—*J. Locke*.

THE worst education that teaches self-denial is better than the best that teaches everything else and not that.—*John Sterling*.

EDITORIAL.

RENEW.—Does your subscription expire with this number of the Journal? If so, renew at once, and do not break your file. See another page for *special inducements*.

OUR BOOK TABLE.—Special attention is called to the notices of new books this month. It will pay any one to look them through. There is no nicer "Christmas gift" than a good book.

PAY UP.—The Journal desires to square all its accounts at the close of this year, so that it can begin the new year with a clear conscience and a clean sheet. Every teacher ought to make a *habit* of doing this same thing. Unless there is a special arrangement to the contrary, let every teacher on our unpaid list settle before December 31st. Agents are expected to close their accounts by that time, and unless teachers respond, *according to agreement*, they can not do it.

HONESTY.—Moral character is the chief end of an education, and if that end is not reached, either directly or indirectly, the less education a child has the better it is for community. All morality, and all religion that amounts to anything must have a substratum of *integrity*. The teacher has no higher duty and no more difficult task than to teach children to be honest. Teach them to take a pride in always telling the truth, in always keeping an engagement, in always keeping a promise, even if it cost a sacrifice to do it. Teachers above all others should be an example in these regards, and one who is not has no business in the school room.

VOL. XXVI.—This number closes Vol. XXVI. of the Indiana School Journal. It speaks for itself. It will be seen that it has averaged about *fifty-two* pages of reading matter to the number, exclusive of advertising. No other school journal in the United States has given so many. The best possible evidence that the Journal is appreciated, and meets the demands of teachers, is that, notwithstanding the sharp competition of lower priced papers, it has continued to sustain its maximum circulation.

The Journal wishes a Merry Christmas and a Happy New Year to all its friends, and hopes to serve them in the future still more faithfully and efficiently than in the past.

HANGING OF SCHOOL HOUSE DOORS.—By reference to the Official Department it will be seen that the new law requires doors of *all* school houses to swing outward on their hinges. The old law provided that the doors of one-story houses need not thus open.

The object, of course, is to prevent blockade and accident in case of a fire, and panic of the children, and the old law was right. The new law, in requiring *all* doors to swing outward, is absurd, and imposes a needless and

unjustifiable tax. In case the door should be closed and could not be opened, if the room is on the ground floor, the windows afford a ready and sure means of escape.

The law is plain in its requirements, however, and no person has the power to change it or relieve an officer from the penalties in case he violates it. Trustees must either change the doors of the houses or take the risk of prosecution. The probability is that, for one-story, one-room houses, like the late railroad whistling-act, it will, on account of its absurdity and lack of support by public opinion, become a *dead letter*.

THE great cotton exposition is still going on at Atlanta, Georgia, and will continue till December 31st. The low rates for excursion tickets affords an excellent opportunity to see not only all the wonderful appliances for transforming the raw cotton into the various fabrics into which it is made, but to visit the great South. By taking the Cincinnati & Southern Railroad, one can see the heart of Kentucky, the Blue-grass Region, the wilds of the Cumberland Mountains, the highest suspension bridge in the world, and by stopping off at Chattanooga, the famous battle-fields of Lookout Mountain, Missionary Ridge, and Chickamauga. This will make a splendid Holiday trip. For special terms address, E. P. Wilson, Gen. Agent, Cincinnati, O.

"DEAD BEATS."—Two school journals have come to hand within the last month containing lists of "*Dead Beats*." The editors put under this head persons who owe them money and persistently refuse to pay it. These editors think that teachers who will subscribe for a paper under promise that they will pay when they make their first draw on the trustee, and then neglect to pay for one, two, or three years, are "dead beats," and didn't intend to pay when they subscribed. They also think that agents who collect money for them and then appropriate it to their own use and keep it for a year or more are "dead beats." These agents do not probably know that such an offense is a defalcation, and lays them liable to prosecution and imprisonment.

The Journal has a *short* list that would come under the above head. It makes no promises, however, at this time.

ORIGIN OF THANKSGIVING DAY.

The story is told that in a time of great despondency among the first settlers of New England it was proposed in one of their public assemblies to proclaim a fast. An old farmer arose and spoke of their provoking heaven with their complaints; he reviewed their mercies—showed they had much to be thankful for, and moved that instead of appointing a day of fasting, they should appoint a day of thanksgiving. The incident teaches that true piety in all circumstances finds something to be thankful for.

The old farmer acted upon the theory that our Heavenly Father does not take pleasure in seeing his children suffer, and that we can not please

Him by starving ourselves. "Ye are my friends if ye *do* whatsoever I command you."

This custom of proclaiming a public thanksgiving day continued a New England custom, at first at irregular intervals, afterwards annually till 1862, when President Lincoln proclaimed a national thanksgiving day. Since that it has been observed annually; but not until within a comparatively few years has the day been generally observed outside of New England. In the East this is the day of all the year for family reunions and neighborly meetings and greetings.

The custom is a beautiful one, and should be universally observed. The fourth Thursday in November should be one of the brightest days of the year.

WOMAN RIGHTS—EQUAL PAY FOR EQUAL WORK.

One hundred men, employed as packers in one of the largest cigar factories in New York, struck out recently, because the employers insisted on paying a girl the same wages that men received. The firm endeavored to arbitrate the matter, but the workmen insisted that the girl must not receive men's wages, although performing the same work they do, and equally as well, and on the refusal of the employers to accede to their demand, left the establishment in a body. The young woman finally was offered another position and left the place, whereupon the gallant (?) gentlemen returned to their work.

The only persons we know in this state who are likely to endorse the action of these strikers, are the young gentlemen (?) who dressed in women's clothes and burlesqued co-education on class-day at Wabash College last spring. The principle is the same in both cases.

CELEBRATE LONGFELLOW'S BIRTHDAY.

Last year, at the suggestion of the School Journal, hundreds of schools all over the state celebrated Whittier's Birthday. The result was exceedingly gratifying. The impetus thus given to the study of good literature can not be easily estimated. Thousands of school children and their parents were induced to read and learn of this great Quaker poet and his soul-inspiring poetry.

The Journal proposes that the study of Longfellow be now taken up. The anniversary of his birthday will occur February 27th, he having been born February 27, 1807.

Perhaps no other poet in America is so universally read and liked as is Longfellow. It will be an easy matter to find material for study, and teachers can go to work at once. All teachers who have access to the February and June Journals for this year will find in them valuable information and suggestions on this subject. We give no more this month, as our space is limited, but we urge teachers to begin the work at once. Something more will be given in the January and February numbers of the Journal.

THE STATE ASSOCIATION.

We publish on another page the programme of the State Teachers' Association, which will convene in Indianapolis, Holiday week. It will be noticed that the programme gives a good variety of topics, that all sections of the State are represented, that the ladies have a few places (and might have had more had they accepted them), that the character of those selected to prepare papers insures successful treatment of each subject, that each paper is limited to 30 minutes, and last but not least, that the programme is not crowded and time is allowed for discussion.

Let there be a full attendance, with a determination to have a good time. Aside from the exercises of the Association, it will pay teachers to come and get acquainted, and have their spiritual strength renewed. Such meetings give inspiration, and increase a teacher's respect for his profession, and this is no small matter. Self-respect and self-confidence lie at the foundation of all worthy success.

MARRIAGE BENEFIT ASSOCIATIONS.

Rough Notes, an insurance paper edited by Dr. H. C. Martin, of Indianapolis, is one of the best of its class in this country. The editor is an intelligent man, and has made insurance a careful study for years. In the last issue of the *Rough Notes* the Doctor speaks of these Marriage Benefit Associations as follows:

"These associations profess to be organized for benevolent purposes, yet the object of their business is usually set out, 'to collect certain stipulated sums of money * * * as fees, dues and assessments, voluntarily contributed, and to bestow *a portion*' (italics our own,) 'upon the certificate holders or assigns at marriage, etc. The corporations are usually of the closest kind, and their legality should at once be tested. The only parties sure to make money without risk are the corporators, in case the business stands legal tests. The business is a little more reputable than the death-bed associations, and for the safety of old people, perhaps, should be encouraged."

In the last three or four months 174 of these associations have been organized in this state, and that they must ultimately fail seems to us almost self-evident. Any insurance company will fail that proposes to pay to its patrons *twice* as much money as they pay into it. As an association can not *create* money it is evident it can not return more than is received, plus a low rate of interest.

Insurance companies are not eleemosynary institutions, and the person who goes into one expecting to get something for nothing stands a hundred chances to one to be deceived. The fundamental idea of insurance is not to make money for the insured, but to *save* it for them. Insurance that *is* insurance is a good thing.

This article is written as a "caution" to teachers, who as a rule have no money to throw away.

LATER.—Since writing the above the papers have recorded the failure of two of these associations—one of these having within a year collected \$13,000 more than it paid out.

OFFICIAL DEPARTMENT.

SCHOOL HOUSE DOORS.

About 3,000 school houses in the state, principally one-story country houses, have not complied with the law requiring all doors on public buildings to swing outwardly. Much misunderstanding among trustees and others exists as to the scope and force of the law, and Professor Bloss, Supt. of Public Instruction, has given the following answer in response for information. The decision will probably involve an expense of \$50,000 in making the necessary changes:

NOVEMBER 15, 1881.

Mr. C. H. King, Liberty Township, Wells County, Ind.:

Sir:—You ask if section 243 of an act concerning public offenses and their punishment, page 226 of the acts of 1881, compels township trustees to arrange the doors on old school houses so as to swing outwardly.

The following is the language of the section referred to above:

SEC. 243. Whoever, being the owner, manager, lessee, trustee or person having the charge of any theater, opera house, museum, college, seminary, church, school house or other public building, refuses or neglects to cause all the doors thereof, constructed for the purpose of ingress and egress, whether inner or outer doors, to be hung so that the same shall swing outwardly, shall be fined in any sum not exceeding one thousand dollars, nor less than ten dollars, to which may be added imprisonment in the county jail for any period not exceeding six months."

An act almost identical with the above section was passed by the legislature of 1877, free school laws, page 801, but it contained the proviso "that rooms in school houses or churches where the scholars or meetings assembled on the ground floor are exempt from this act."

In the codification of the laws "concerning public offenses and their punishment" as passed by the legislature of 1881 the above proviso was omitted.

The language of section 243, noted above, undoubtedly means to include within its provisions all school buildings, now in use as such, whether they be one story or two stories in height.

It is my opinion that any trustee who fails to carry out the provisions of this act would be liable to the penalty of the law.

JOHN M. BLOSS,
Supt. of Public Instruction.

SMALL-POX—VACCINATION.

STATE BOARD OF HEALTH RULES.—The increase of small-pox in various sections of the state has caused the State Board of Health to issue the following rules on the subject:

1st. After January 1, 1882, no person until after they have been successfully vaccinated shall be admitted into any public or private school or institution of learning within this state, either in the capacity of teacher or pupil, and all persons admitted therein shall present to the principal thereof a certificate of a physician as to the fact of their being successfully vaccinated.

2d. It shall be the duty of all unvaccinated persons within this state to be successfully vaccinated within sixty days from January 1, 1882, and all unvaccinated persons coming into this state shall be required to be vaccinated within sixty days after coming into the state. All children born within this state shall be successfully vaccinated within twelve months after birth.

A penalty of not less than five dollars is attached for violation of any of these orders, and a special fine for each day after the appointed limits may be assessed against unvaccinated persons.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR OCTOBER, 1881.

PENMANSHIP.—1. How do the letters *i* and *l* compare in height? Analyze them. 10

2. How would you correct the faults of pupils in spacing letters and words? 10

3. How do *r* and *s* compare in height with the other short letters? 10

4. Write the capital letters in which the "capital stem" occurs. 10

5. Analyze "capital B." 10

6. Write the following sentence as a specimen of your hand writing:

"After an applicant has received two licenses in succession, for two years in the same county, the superintendent thereof, after the expiration of the last license issued, may renew the same without a re-examination, at his discretion." 1 to 50

ORTHOGRAPHY.—1. How many articulate or elementary sounds in the English language? Into what three general classes are they divided? 2 pts., 5 each.

2. How many and what sounds has *th*? *ch*? Give examples. 2 pts., 5 each.

3. What is the distinction between a proper diphthong and a diagraph? 10

4. What is a syllable? When is a word called a trisyllable? 2 pts., 5 each.

5. How many sounds compose the words *eight*, *sieve*, *fourteen*, *receipt*, *thought*? Write each word phonically. 5 pts., 2 each.

6. Write on paper the following words (to be pronounced and defined as far as necessary by the superintendent :) Avenue, Metallic, University, Topography, Excellency, Apposition, Aerial, Paucity, Onerous, Lien, Cereal, Mendacious, Acoustic, Nocturnal, Boulder, Nasal, Jaundice, Varicose, Decease, Essence. 20 pts., 2½ each.

READING.—1. Name three things which should receive the pupil's attention in the study of a reading lesson. 3 pts., 3½ each.

2. How may the meaning of words best be taught to children? Give two or more methods. 10

3. What is meant by the natural pitch in reading? What is meant by a monotone? 2 pts., 5 each.

4. For what purpose may "concert reading" be used in teaching reading? 10

5. What is an inflection? Write a sentence which should be read with the rising inflection. 2 pts., 5 each.

6. Read a brief selection of prose: also one of poetry, (to be selected by the superintendent). 1 to 50

GEOGRAPHY.—1. What are zones, and why are they given their respective names? 10

2. What is the length of a degree of longitude on the equator, and why does its length differ in different latitudes? 2 pts., 5 each.

3. Define an archipelago; a delta; an oasis. 3 pts., 4 off for each.

4. Name and give the length of the five longest rivers of North America. 5 pts., 2 each.

5. Which State produces the greatest quantity of gold? Silver? Iron? Copper? Lead? 5 pts., 2 each.

6. Name the five largest cities of the United States, and give the location of each. 10 pts., 1 each.

7. Name and locate the mountain systems in the United States, and name three ranges of each system. 10 pts., 1 each.

8. Bound Ohio, and locate three of its principal cities. 4, 2, 2, 2.

9. Name three seas east of Asia. 3 pts., 4 off for each.

10. What are the political divisions of North America? 10

THEORY AND PRACTICE.—1. To what faculties of the intellect should the teacher chiefly appeal, in giving instruction to young children? Why? 20

2. Why should the teacher labor to secure punctuality and regularity of attendance? Give two or more reasons. 20

3. State the advantages and disadvantages of general recesses as conducted in our schools. 20

4. At what stage of advancement should pupils begin the study of English Grammar? Why? 20

5. What means should the teacher employ to secure the co-operation of parents? 20

PHYSIOLOGY.—1. What are the special senses, and why so called? 2 pts., 5 each.

2. Give directions for preventing "taking cold." 10

3. What are the uses of the skin? 10
4. Why should the skin be kept clean? 10
5. State the differences in structure between an artery and a vein. 10
6. Why is the cutting of an artery more dangerous than the cutting of a vein? 10
7. What is the coagulation of the blood? Of what use is it? 2 pts., 5 each.
8. Of what use is the blood? 10
9. In tying up an artery that has been ruptured, should one end be tied, or both? If but one, which one? Why? If both, why? 10
10. State the physiological reasons for keeping the air in the school-room pure. 10

GRAMMAR.—1. Capitalize and punctuate: dr w silmens of Berlin prussia has invented an electric railway the road is half a mile long the speed is nine miles an hour one rail is positive the other negative. 10

2. Analyze: A contract for the employment of an unlicensed teacher, in a common school, is void. 10

3. Parse, in the above, *analyze* and *unlicensed*. 2 pts., 5 each.

4. Write a sentence containing an interrogative pronoun in the possessive case, and a relative pronoun in the nominative case. 2 pts., 5 each.

5. Correct: He walks rapid and looks tolerable well. Parse *well*. 2 pts., 5 each.

6. Compare three adverbs which each illustrate a method of comparison. 3 pts., 4 off for each.

7. Define and illustrate conjunctive adverbs. 2 pts., 5 each.

8. Capitalize and punctuate: the interrogative pronouns are who which and what when used in asking questions as who goes there. 10

9. Write a sentence illustrating four uses of the noun. 10

10. Parse each noun in the sentence you have written. 10

HISTORY.—1. *a*. Which of 'he States were settled chiefly by Catholics? *b*. Which by Baptists? *c*. Which by Episcopalians (or members of the Church of England)? a 4; b 3; c 3.

2. What is the relation of newspapers to history? 10

3. Give a sketch of the public life of John Quincy Adams. 10

4. What is meant by the "Resolutions of 1798"? 10

5. *a*. Name the Presidents who have died in office, *b*. and the years in which they died. a 5; b 5.

6. How do the climate and soil of a country affect its history? 10

7. *a*. How did the United States gain possession of the Northwest Territory? *b*. What was done with the Territory? a 5; b 3.

8. Narrate the early history of Massachusetts. 10

9. Narrate the early history of Virginia. 10

10. Give a full and exact definition of History. 10

NOTE.—No answer to exceed ten lines.

ARITHMETIC.—1. *a*. What is the distinction between the simple value and the local value of a number? *b*. Illustrate. a 6; b 4.

2. $(\frac{4}{5} \text{ of } \frac{5}{8} \text{ of } \frac{8}{9}) + (\frac{1}{2} \text{ of } \frac{3}{4} \text{ of } \frac{4}{5}) + (\frac{2}{3} \text{ of } \frac{3}{10}) \times (\frac{1}{4} \text{ of } \frac{1}{5}) = \text{what?}$
proc. 5; ans. 5.
3. How many cubic meters of earth in an embankment 5 kilometers long, 4 dekameters wide, and 92 decimeters high?
proc. 5; ans. 5.
4. From noon the sun travels through five signs of the zodiac; what then is the time?
proc. 5; ans. 5.
5. A tax of 2 mills on the dollar produces \$5,000; what was the valuation of the property taxed?
proc. 5; ans. 5.
6. A shilling being worth 22.2 cts., what is the value of U. S. currency of 55 £. 4 s. 10 d.?
proc. 5; ans. 5.
7. A tree standing on level ground was broken off 40 feet from the ground, the top striking 30 feet from the foot of the tree. What was the height of the tree before being broken?
proc. 5; ans. 5.
8. A man invested \$27,860 in 5.20's at 106 $\frac{1}{2}$ and sold them at 109 $\frac{3}{8}$, how much did he gain?
proc. 5; ans. 5.
9. a. Upon what principle is cancellation, as used in the multiplication of fractions, based? b. Illustrate.
a 5; b 5.
10. a. Define a rectangle. b. What must a correct definition include and exclude? c. Is your definition of a rectangle in accord with your statement in reference to a correct definition?
a 4; b 3; c 3.

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED IN NOVEMBER—BY THE MEMBERS OF STATE BOARD.

GEOGRAPHY.—I. Washington.

2. One. Because he can only travel towards the equator which is south of the north pole.
3. It is a map drawn on a plane surface, on which all the meridians are straight lines perpendicular to the equator, and all the parallels straight lines parallel to the equator.
4. About one-fourth land and three-fourths water. As between northern and southern hemispheres, the northern; as between the eastern and western, the eastern.
5. The Atlantic. The Antarctic.
6. Upon the great western plains. Because of the immense quantities of grasses fitted for grazing.
7. Agriculture, mining, manufactures, and maritime commerce.
8. In England, London; in France, Paris; in America, New York; in Germany, Berlin; in China, Peking.
9. Because by the peculiarities of its physical formation it is fitted for the desert, and unfitted for the dense forests and moist climate of South America.
10. England, Russia, China, United States, Brazil.

PHYSIOLOGY.—I. Because of the evil effects upon the bodies of growing children of long continuance in the same position, and because of the advantages to the brain of a change from study to play.

2. In the thorax and abdomen. That of rouleaus of coin.
3. If the blood flows continuously and is of a dark color, it is from a vein; if by spurts and of a light red color, it is from an artery.
4. Four; albumenoids, fats, sugars, and in organic substances.
5. It renders it more easy of digestion; develops its flavor, making it more palatable, and raises its temperature more nearly to that of the body, preventing an unhealthy abstraction of heat from the stomach.
6. Exercise, taken solely for its own sake, is too much of the character of work, and will not prove so refreshing, while, combined with pleasure, it proves to be not only to the body but to the mind, recreating.
7. To lubricate the eyelids; keep the front of the eyeball moist and transparent, and to wash off any small extraneous substance that may come upon the eyeball. The tear is formed by the lacrymal gland, situated under the outer part of the upper eyelid. It flows from this gland, passes over the eyeball, above and below, and the part which has not evaporated, passes into the nasal duct and through that into the nose.
8. They furnish the bases for a large spreading out of the mucous membrane, in which numerous filaments of the olfactory nerve are distributed, heightening the sense of smell; they also serve as strainers of injurious substances in the air, preventing them from reaching the delicate air passages.
9. Plenty of pure air; proper temperature, and plenty of nutritious food.
10. Cerebrum, cerebellum, and medulla oblongata.

ARITHMETIC.—I. *a.* A *scale* in arithmetic is a succession of units, increasing and decreasing according to a certain law, or rule. *b.* A *varying scale* is one in which the law of increase and decrease is not the same throughout the entire succession of units. *c.* A *decimal scale* is one in which the law of increase and decrease is uniformly *ten*.

2. (1) $1\frac{3}{4}$ pt. = $1.75 \div 2 = .875$ qt.
 (2) 1 qt. + .875 qt. = 1.875 qt.
 (3) 1.875 qt. = $1.875 \div 4 = .46875$ gal.
 (4) 45 gal. + .46875 gal. = 45.46875 gal.
 (5) $\$.30 \times 45.46875 = \13.64 . Ans.
3. $3 \times 7 \times 5 \times 5 \times 2 \times 3 \times 2 \times 2 = 12600$ L. C. M.
4. (1) .05007; (2) 5.700; (3) 5000.00007; (4) 5000.700; (5) .4375.
5. (1) 1 yr. 8 mo. 26 da. = 626 da.
 (2) $7\frac{1}{2}$ per cent. = $\frac{15}{200}$.
 (3) $\$1040 \times \frac{15}{100} = \156 .
 (4) $\$1040 + \$156 = \$1196$. Ans.
6. *a.* $\begin{cases} C \text{ ---} ? = 100 \text{ per cent.} \\ S \$75 = 120 \text{ per cent.} \end{cases}$ *b.* $\begin{cases} C \text{ ---} ? = 100 \text{ per cent.} \\ S \$75 = 80 \text{ per cent.} \end{cases}$
 (1) $C \text{ of } a = \frac{\$75 \times 100}{120} = \$62.50$.
 (2) $C \text{ of } b = \frac{\$75 \times 100}{80} = \$93.75$.
 (3) Cost of both = $\$62.50 + \$93.75 = \$156.25$.
 (4) Selling price of both = $\$75 \times 2 = \150 .

$$(5) \text{ Loss} = \$156.25 - \$150 = \$6.25. \text{ Ans.}$$

$$\therefore \begin{cases} C \$156.25 = 100 \text{ per cent.} \\ L \$6.25 = \text{---?} \end{cases}$$

$$(6) \text{ Loss per cent.} = \frac{100 \text{ per cent.} \times 6.25}{156.25} = 4 \text{ per cent. Ans.}$$

$$7. \text{ In } a \text{ the absent term} = (\frac{1}{2} \times 1.2) + \frac{1}{2} = \frac{5 \times 6 \times 8}{6 \times 5 \times 7} = 1\frac{1}{7}.$$

$$\text{In } b \text{ the absent term} = (\$100 \times 1) + (4 \times 5) = \frac{\$100 \times 1}{4 \times 5} = \$5.$$

$$\text{In } c \text{ the absent term} = (5.76 \text{ cu. in.} \times \frac{1}{2}) + 1\frac{1}{2} = 5.76 \times \frac{1}{2} \times \frac{3}{2} = 1.92 \text{ cu. in.}$$

$$8. (1) 4 \text{ per cent. of } \$3828 = \$153 = \text{discount for cash.}$$

$$(2) \$3828 - \$153 = \$3672 = \text{what he paid cash.}$$

$$(3) 8 \text{ per ct. per annum for } 90 \text{ da.} = 8 \text{ per ct.} \times \frac{3}{4} = 2 \text{ per ct. for } 1 \text{ yr.}$$

$$(4) \$3828 + 1.02 = \$3750, \text{ the present worth.}$$

$$(5) \$3750 - \$3672 = \$78, \text{ the gain by paying cash, at } 4 \text{ per cent. off.}$$

$$\text{Let } AC=13 \text{ ft.; } BD=8 \text{ ft.; and } DC=6 \text{ ft.}$$

9.

$$(1) \frac{1}{2}(\overline{BD} + \overline{DC})^{\frac{3}{2}} = \frac{1}{2}BC = EC.$$

$$(1) \text{ by sub.} = (2) \frac{1}{2}(8^2 + 6^2)^{\frac{3}{2}} = 5 = EC.$$

$$(3) (\overline{AC} - \overline{EC})^{\frac{3}{2}} = AE.$$

$$(3) \text{ by sub.} = (4) (13^2 - 5^2)^{\frac{3}{2}} = 12 = AE.$$

$$(5) \frac{12}{3} \times \frac{3}{2} = 192 \text{ cu. ft.} = \text{the volume.}$$

10. (1) Time is lost in doing the work twice. (2) The examiner needs to see the errors as well as the correct work in order to fully estimate the worth of a paper.

HISTORY.—1. America, in all parts of the continent, North, Central, and South, was occupied by a more or less dense population, long before Europeans visited it, even though such visits may have occurred as early as the ninth century, and long before the ancestors of our present Indians occupied it, though no one knows when this first took place. The glimpses we can get of the condition and habits of these earliest people—the mound builders—as of their expulsion and destruction by the Indians, or by others, constitute the materials for what historical writers call "Prehistoric America."

2. Numerous books and other publications, some of them of great value, discuss the subject of the "Mound-builders." In the first volume of "Bryant's History of the United States" is a very interesting chapter, finely illustrated; and in the new edition of the Encyclopedia Britannica, Vol. I., word "America," is an excellent account. From Bryant's History this statement is taken:

"The dead and buried culture of the ancient people of North America, to whose memory they themselves erected such curious monuments, is specially noteworthy in that it differs from all other extinct civilizations. Allied, on the one hand, to the rude condition of the Stone Age, in which the under-

standing of man does not aim at much beyond some appliance that shall aid his naked hands in procuring a supply of daily food, it is yet far in advance of that rough childhood of the race; and while it touches the Age of Metal, it is almost as far behind, and suggests the semi-civilization of other prehistoric races who left in India, in Egypt, and the centre of the Western Continent, magnificent architectural ruins and relics of the sculptor's art, which though barbaric, were nevertheless full of power peculiar to those parallel regions of the globe."

Baldwin's "Prehistoric America," and Foster's "Prehistoric Races of the United States," as well as Bryant's History, should be in the school library.

4. Nullification, as a term in American politics, first appears in the famous "Virginia Resolutions" of 1798, drawn up by Thos. Jefferson, in which it is said that "Where powers are assumed [by the national government] which have not been delegated [to it by the states], a *nullification* of the act [by the legislatures and courts of the states] is the rightful remedy; that every state has a natural right, in cases not within the compact [between the states and the general government], to nullify, of its own authority, all assumptions of power by others within their limits." Thus, nullification was the doctrine that any state has the right to sit in judgment upon United States laws, and decide for itself whether these laws are to be obeyed or disobeyed. A generation later, in the debate between Hayne and Webster, in the U. S. Senate, in 1830, and in the memorable speech of Calhoun, in the same place, in 1833, upon the so-called "Force-Bill," the doctrine of nullification was revived, expounded, advocated and refuted. Nullification was the legitimate parent of secession, and the final answer to it was the civil war. The teacher will do well to read the speeches here referred to.

10. The method of teaching history must be determined somewhat by the age and advancement of the pupils. With the youngest children the story of the nation's life, simply as a story, may be told, selecting the clearest, brightest, most interesting sketches of eminent men and prominent events. Neighborhood history, as easily within the child's understanding, may be made a sort of standard and common measure in such teaching. Later, the pupil can be taught to put together and compare events of different kinds occurring at the same time, or similar events occurring at different times, and thus introduce the chronological elements and causal relations of history. Still later, a true science or philosophy of history may be entered upon.

READING.—1. "Define Reading." Ans.: Reading is the art of comprehending, or of comprehending and expressing in the speaking tones of the voice and in the language of the author, the thoughts and feelings contained in written or printed composition.

2. "How can the word *hat* be taught to a child that does not know either the names or sounds of the letters?" The first thing for the teacher to definitely determine in teaching any thing is how much the pupil already knows about it. Every pupil old enough to enter school knows the object, hat, and the name when spoken. Show him a hat and he will give its name instantly. He also knows one symbol of the object, viz., its picture. This symbol resem-

bles the real object so closely that every child six years old will readily name the object upon seeing the picture. He is now to be taught a new symbol of the object, viz., the printed word. This is an arbitrary symbol. There is nothing in the printed word-symbol that resembles the object, as there is in the picture-symbol. The attention of the pupil is to be first directed to what he is to learn. This may be done by the use of an object or picture, or by talking about the object and thus leading the pupil to form a mental picture of it. Now by one or two questions the teacher can awaken a desire to see the printed form or word-symbol. If a real desire is awakened to know the printed symbol, the mind of the child will seize upon the form, when printed by the touch upon the black-board, with sufficient energy to fix it in the mind. Then print the word in different places and among other words and drill the child in distinguishing it from other words. The charts and books can be used for the same purpose. The child thus learns the word as a whole. He is able to distinguish it from other words and to name it at sight.

By this process the child acquires a *clear* knowledge of the printed symbol, but he has not yet a *distinct* knowledge of it. Knowledge is *clear* when the thing as a whole is distinguished from other wholes. "Clear knowledge is such as enables its possessor to set the object of it clear from all other objects. It is such knowledge as is expressed by a *name* denoting all the qualities of an object taken together as a whole; such knowledge as the mind always obtains of an object when first presented and before its qualities (or parts) have been unloosed from one another and have become themselves the objects of special attention."

"*Distinct* knowledge is obtained by an analysis which turns our attention from an object viewed as a whole, to its individual qualities or elements. After such a mental process has been experienced the mind is prepared to describe its knowledge by the use of language which names not only the things known but also whatever belongs to them," (their qualities and elements.)—J. W. DICKINSON, in *Education*.

A clear knowledge of a word is the first knowledge gained by the child—or rather should be. The natural method of procedure in gaining new knowledge is from *clear* to *distinct* knowledge; i. e., from whole to part.

After a list of words found in the child's spoken vocabulary has been thus learned and formed into sentences, the teacher begins to lead the child to analyze these words, and learn the sound and letter elements of which they are composed, i. e., the child acquires a distinct knowledge of the word.

GRAMMAR.—I. Be diligent; without diligence you can not succeed.

4. A complex declarative sentence; principal clause, *She speaks a various language to him*; subordinate clause, *Who in the love of nature holds communion with her visible forms*. Subject of the principal clause, *she*, unmodified; predicate, *speaks*, modified by its object *language* and the adverbial phrase *to him*. *Language* is modified by the article *a* and the adjective *various*; *him* is modified by the dependent clause *who in the love*, etc. Subject *who*; predicate *holds*; *holds* is modified by its object *communion* and by the adverbial phrase *in the love of nature*, of which *in* is the connective, *love* the

object, modified by the article *the* and the adjective phrase *of nature*. *Communion* is modified by the adjective phrase *with her visible forms*, of which *with* is the connective, *forms* the object, modified by the adjective elements *her* and *visible*.

5. But where the verb, taking an infinitive as complement, refers to a past act, the perfect, not the present, infinitive should be used, thus: He appeared to have seen better days.

6. *Three* is a numerical adjective, modifying *miles*. *Miles* is a common noun, third person, singular number, objective case, without a governing word.

7. *To be* is subject of *is*; *industrious* is used as an attribute or complement of the verb *to be*.

8. *President* is a noun, nominative, absolute, with the participle *having given*. *Having given* is a participle, modifying *president*.

9. I trust you will overlook the circumstance of my having come to school late. *My* is a pronoun, personal, first, singular, possessive, depending upon the participial noun *having come*.

10. *Whosoever* is a compound relative pronoun; its antecedent part is in the nominative case, and subject of the verb *may come*; the relative part is nominative case, subject of the verb *will*.

SOLICITED ANSWERS TO QUESTIONS.

In the last School Journal there is a request for answers to the 3d and 5th questions on Reading, in the October Journal.

The third gives the stanza: "It snows," cries the schoolboy, etc., and says, "Write five questions which would aid the pupil in the study of the thought expressed in this stanza."

The fifth: "Describe the imagery which this stanza suggests."

In the examinations we must write on the spur of the moment. I herewith submit the thoughts that came to me when my attention was first called to the questions, and which I noted down with pencil.

QUESTIONS.—1. What does the poet mean by the expression, "Swift as the wing of a swallow"?

2. In the sentence, "Proud wealth has no pleasures," in what sense is *wealth* used?

3. What is meant by "The trappings of gold"?

4. What by "The riches of nature"?

5. What does the word "trow" mean?

Now for the imagery. A boy at the window sees it snowing. Through the hall, "swift as the wing of a swallow," he flies, and his sister and the big black woolly dog after him. His playmates, you see. The boy wants the snow for balls and the girl wants some to eat. We are not one of the boy's playmates, so we don't care to follow him, even in imagination; but we can see through the window that he is having a good time at the expense of the dog and his sister's hair. And the noise he makes is equal to the occasion.

Presently a girl with red nose and dripping fingers, and a boy with red fingers and dripping nose, and with as much snow on their shoes as they can bring, come rushing into the parlor. The girl holds one hand to the fire, and nibbles snow out of the other, and says, "Oh my!"

Her mother feebly remonstrates: "Nelly, dear, that snow will make your throat sore. I wouldn't eat it." Of course, Nelly eats faster than ever. Now that she thinks of it, she is very anxious to have sore throat.

Tom warms both hands, and hasn't any snow visible. But every now and then it snows in the cat's face, and into his sister's ears, and, after awhile, on the baby asleep. His mother says, "Why Tommy," and his father says, "Throw that snow out," and goes on with his paper. Tommy obeys, "throwing it out" on the cat and the stove and anything handy, until he manages to crack the lamp chimney. His mother says, "Why Thomas." Nelly says, "There, you've done it now," and sucks her snowball louder than ever.

His father shouts, "Throw that snow out, I tell you!" But Tom hasn't any more snow to throw out, and his father, seeing the snow in Nelly's hand, grabs it, and pitches it into the coal scuttle. Tom chuckles, and Nell pouts, and mother tries to soothe the one and quiet the other. But Tom only wishes he had some more snow in his pockets.

There—if you want any more imagery send in your orders. We've a full stock on hand, ready made, or the raw material.

Very respectfully,

MARY RYAN.

NORTH LIBERTY, IND.

Answers were received, also, from Vina Stephenson, Benwood, and Elmer E. Polk, Muncie, which are very satisfactory, but lack of space prevents their publication.

STATE TEACHERS' ASSOCIATION.

Programme of the Twenty Eighth Annual Session of the Indiana State Teachers' Association, to be held at Indianapolis, December 27, 28 and 29, 1881.

TUESDAY EVENING.—1. Opening Exercises, including music and prayer. 2. Address of Welcome, Governor A. G. Porter. 3. Response by the retiring President, John Cooper, Supt. Evansville schools. 4. Inaugural Address, by the President elect, H. B. Jacobs, Supt. schools New Albany. 5. Appointment of Committees and Miscellaneous Business.

WEDNESDAY MORNING, 9:00.—1. Opening Exercises. 2. Paper—"Management of Bad Boys," T. J. Charlton, Supt. State Reform School, Plainfield. 3. Discussion opened by J. Warren McBroom, Supt. of schools, Covington. Recess.

10:30—1. Paper—"Work," Miss Isabel King, of the Indianapolis schools. 2. Discussion by the Association. 3. Miscellaneous Business.

Afternoon Session, 2:00.—Paper—"School Keeping in the Primitive days of Indiana," B. C. Hobbs, ex-State Supt., Bloomington. 2. Discussion by the Association. Recess.

3:00—3. Address—"Public Schools and Temperance," Mrs. Mary H. Hunt of Boston, Mass. 4. General Discussion.

Evening Session.—1. Appointment of Committee on Election of Officers. 2. Annual Address—Hon. D. F. DeWolf, State School Commissioner of Ohio.

THURSDAY MORNING.—1. Opening Exercises. 2. Paper—"School and Skill," Eli F. Brown, Professor Natural Science State Normal School, Terre Haute. 3. Discussion opened by Mrs. Emma Mont. McRae, of Muncie. Recess.

10:30.—1. Paper—"The Union of our Public School Systems," Walter R. Houghton, of the State University, Bloomington. 2. Discussion opened by F. Treudley, Supt. schools Union City.

Afternoon Session.—1. Report of Committee on Election of Officers. 2. Paper—"Conscience Training in the Public Schools," J. J. Mills, Asst. Supt. of Public Schools, Indianapolis. 3. Discussion opened by A. P. Kent, Supt. schools Elkhart. Recess.

3:30.—Paper—"Garfield as an Educator." General Discussion opened by Prof. J. C. Ridpath, Asbury University. Reports of Committees and Miscellaneous Business.

No paper will exceed 30 minutes in length, and those appointed to lead in the discussion are not expected to use manuscript, and will be limited to *ten* minutes. The committee have arranged the programme with a view of giving sufficient time for a general discussion of each subject.

The meetings of the Association will be held in the comfortable and commodious Hall of the Board of Trade, situated one square west of the Grand Hotel.

Prof. George B. Loomis, of the Indianapolis schools, will have charge of the music.

RAILROAD RATES.—The following Roads will sell round-trip excursion tickets at four (4) cents a mile, upon presenting to the local agents certificates for excursion tickets, to be obtained from E. H. Butler, Winchester, viz:

1. B. & W. (including I. D. & S.); J. M. & I. (including Cambridge City and Madison Branches); Grand Rapids & Indiana; Fort Wayne & Jackson; Cincinnati, Indianapolis, St. Louis & Chicago. Persons sending for certificates on any of the above roads are requested to do so at an *early date*, and enclose stamped envelope.

The following Roads will return teachers at one-third fare, upon certificates issued by the Association, providing they have paid full fare one way:

The Vandalia Line; Indianapolis & St. Louis; C. C. C. & I. (Bee Line); Ohio & Mississippi; Wabash, St. Louis & Pacific (including the Peru & Chicago and Wabash & Western).

The Evansville & Terre Haute will sell round-trip excursion tickets at one full fare. The Louisville, New Albany & Chicago will sell round-trip tickets at 5 cents a mile. The Fort Wayne, Muncie & Chicago will sell round-trip tickets at 4 cents a mile.

HOTEL RATES.—The Grand Hotel will be made *headquarters*, at \$2 a day. The customary reductions have been secured at other hotels.

E. H. BUTLER, *Ch. Ex. Com.*

THE COLLEGE ASSOCIATION.

The annual meeting of this organization will be held at the New-Denison, the last week of the year. The following is the programme :

Monday, December 26, 2 P. M., preliminary business meeting; 3 P. M., address, "The Methods of Science," Prof. John L. Campbell, Wabash College. Discussion led by Prof. Charles R. Barnes, Purdue University. 7.30 P. M., President's Address; "Our Own Schools," Pres. Alexander Martin, Asbury University; appointment of committees and transaction of irregular business.

Tuesday, December 27, 9 A. M., address, "Coordination of College Studies," Pres. H. W. Everest, Butler University. Discussion led by Pres. T. C. Smith, Union Christian College. 10.30 A. M., address, "College Ethics," Pres. Jos. F. Tuttle, Wabash College. Discussion led by Pres. D. W. Fisher, Hanover College. 2 P. M., address, "The College and the Commonwealth," Pres. Jos. Moore, Earlham College. Discussion led by Prof. John B. DeMotte, Asbury University.

COLLEGE DISCIPLINE.

THE RIGHTS OF THE FACULTY REGARDING COLLEGE LAWS.

The suits brought in the court against the Faculty of Purdue University have called out many letters from the college men of the country who strongly sustain the right of Purdue University to require students to subscribe to and promise compliance with its regulations as a condition of admission, and also its right to prohibit secret societies among the students. Noah Porter, D. D. LL. D, the distinguished President of Yale College, writes as follows:

YALE COLLEGE, October 20th.

My Dear Sir :—The theory which is generally accepted as the basis of the authority of our colleges, I suppose to be, that the college is a beneficial institution that confers favors *on conditions*. If it is a State institution, and the State undertakes to govern it directly by regents or the like, the regents have a right to impose whatever conditions they think wise or best, literary or ethical, or disciplinary, and always do, the citizens as such having no natural rights to avail themselves of the privileges of the institution except on reasonable terms.

If it is an incorporated institution, unless the charter forbids, the whole matter is entrusted to trustees, and the only limitation must come from evidence that the conditions are fitted to defeat the end for which the trust is granted by the State through the charter. In general, there is granted to the trustees unlimited discretion to make such laws, regulations, etc., as they may think best.

It would be just as reasonable to bring an action against a railway company which forbids passengers to ride on the platforms of their cars, or to bring an action against a board of trustees who of themselves or their faculty make it a condition of remaining in the college, that the student shall not belong to a secret society.

The only question that can possibly arise is, whether and how far it is wise and salutary to interfere with the private associations of the students.

We have forbidden the so-called secret societies in the two lower classes because they involve riot and dissipation. We allow them in the junior and senior years, because, so far as we know, they are not objectionable in the senior year on this score, and we hold the question of junior year under advisement with reference to the same point. We do not like secrecy or affiliation, but do not feel justified for this reason *alone* in prohibiting them. * *

We forbid the students to wear the badge, and should make it an *læsa majestatis* for students to confer or be known to accept or sustain membership in a society, transmitted from one class to another, which we had dissolved.

Very respectfully,

NOAH PORTER.

To President E. E. White.

In 1874 letters of inquiry were addressed to 172 college presidents and their opinions asked as to the influence of secret societies upon college life and college discipline. It is a remarkable fact that only *three* of those who answered favored such societies, and not one of these three represented a Northern college.

STATE NORMAL SCHOOL.

The fall term of the State Normal School closed December 2d. There has been a larger average daily attendance than during any preceding fall term.

The Natural Science Department of the school, under the management of Prof. Eli F. Brown, is becoming one of the most attractive departments of the school.

At the last meeting of the Board of Trustees they determined to provide two additional courses of study for two classes of students for whom insufficient provision was formerly made. The classes are: 1st. Those who have graduated from the commissioned high schools, or have a preparation equivalent to such graduation. 2d. Those who have graduated from the colleges and universities in the state, and who desire to take a strictly professional course as a preparation for teaching. For the former class a two years' course is provided; for the latter class, a course of one year. This action we believe to be a wise one, and one that will greatly benefit both the teachers and schools of the state.

There will be no excuse for employing untrained graduates of colleges for teachers of high schools or superintendents, when, by devoting a year to professional study, they can make the necessary preparation for teaching.

X A NEW NORMAL.—A movement is well under way to found a normal school in Greenfield, Hancock county, to be named the Greenfield Normal School. Ten thousand dollars are to be raised, of which \$5,000 are already subscribed by five of the most responsible citizens of the county. The remaining \$5,000 will be raised, and the enterprise is already a certainty.

VISIT TO THE INDIANAPOLIS SCHOOLS.

A few weeks ago the entire corps of teachers of both Princeton and Spencer visited the Indianapolis schools, and happened there at the same time. It might be stated that it rained continuously during the time of their visit, and teachers understand that such weather is not the most favorable for either visiting or being visited.

After the visitors had gone, the editor wrote to the superintendents and asked for a statement of impressions, good and bad. The following letters are the result:

SPENCER, IND., November 25, 1881.

Editor Journal.—1. We were pleased with the kindness shown us by superintendent and teachers, and the arrangements made for our seeing so great a variety of work. 2. We were pleased with the quiet manner which seemed to prevail with teachers and pupils. The absence of disorder and of effort to restrain disorderly tendencies was noteworthy. The rough, restless element we nowhere discovered. This question occurred: Does not so much quietness tend to suppress earnestness? Children are seldom so excessively quiet when thoroughly in earnest. 3. The teachers knew their lessons and taught without books, thereby giving the advantages which always follow such teaching. In one case only did I observe any prosiness or deliberate reference to the book. It may not be amiss to mention specially Miss Martin, in No. 2; Miss Wales, in No. 6; and Messrs. Hufford and Wright, in the high school. There are doubtless others whom our teachers would mention, could I consult them. Several made mention of the Principal of No. 10, where they claim to have seen the best work noticed during the visit. 4. The arrangements for comfort and convenience were calculated to arouse our envy. *Bad air* was not entirely excluded from all the rooms. Some of the rooms were crowded, while the upper grades had vacant seats. In this your schools were not unlike those of smaller towns. 5. The distribution of work so that no school year is crowded, pleased me. Your eight grades seem to finish the common branches without cramming seven studies in one year. 6. The treatment of colored children was praiseworthy. The spirit of free schools, in this particular, is notably present with you. It may prove the little leaven for the whole lump in Indiana. Would you be pleased to know what we did not like? There were so many points that we did like, those distasteful were chiefly unnoted. One of my assistants said, "I was so busy seeing the good things, I did not have time to see the bad." But we unanimously agreed that we did not like your heavy rains. One objection should be mentioned. We found some pupils of the lower grades in the third story. This is not right. Finally, we came home Friday night tired, some of us sick, all interested in high water, and all full of new thoughts and plans for our own schools. For these things it will not be wrong for us here and now to express our thanks to all who contributed in any way to our comfort and profit.

SAMUEL E. HARWOOD.

PRINCETON, IND., November 26, 1881.

Friend Bell.—The teachers of the Princeton schools visited the Terre Haute schools Thursday, Nov. 17th, and the Indianapolis schools the follow-

ing Friday. They expressed themselves well pleased with what they saw. A few minutes' observation in each room would scarcely qualify me to criticise as to details. General indications were very favorable in the schools of both cities. To an experienced observer it would signify much that the order was good without being oppressive; that the pupils seemed happy, and were intensely occupied with their work; that the attendance was up almost to the usual standard, although the weather was very unfavorable. The neatness which generally characterized the hand-work of the pupils strengthened the impression that the schools were doing efficient work.

My experience prompts me to disapprove out-door recesses. In the Indianapolis schools fourth year pupils were reading in the Third Reader, and had not been furnished with supplementary reading matter. I do not believe the best results can be obtained by confining pupils so long and exclusively to the same reading lessons.

Yours truly,

A. J. SNOKE.

STATE BOARD OF EDUCATION.—The State Board of Education held a recent meeting. A set of questions for teachers' examination was adopted. A number of high schools applied for continuance of commission to pass graduates into the State University without examination, and similar commissions were granted to the following schools whose pupils have not heretofore had such admission to the university: Brookville, Carthage, Knightstown, Mitchell, Peru, Union City, Washington, Winchester, and Worthington.

It was ordered that an examination for state license be held in June, 1882, at the following places: Indianapolis, Fort Wayne, Lafayette, Evansville, and New Albany.

The following were appointed a board of visitors, according to law, to inspect the State Normal School at Terre Haute: Dr. W. T. Harris, of Concord, Mass.; Prof. W. H. Payne, Professor of Pedagogics in Michigan State University; and Prof. H. S. Tarbell, of Indianapolis.

Superintendent Geeting, of Daviess county, issued the following address to the county teachers, which explains itself:

WASHINGTON, IND., Nov. 17, 1881.

Fellow-Teachers:—Thanksgiving Day is coming, and it is proper that your pupils should become acquainted with its history. On Wednesday, Nov. 23d, please devote some time to this subject, giving an outline to them on Monday for study, embracing the following points:

Where is this day observed?

What suggested it?

Where did it originate?

What President first recommended it as a day of national thanksgiving?

What other Presidents have followed his example?

How long has it been observed annually?

What day is set apart for it?

How is it celebrated in New England particularly?

These questions are still pertinent.

CLUBBING RATES WITH OTHER MAGAZINES.

Every teacher reads, or ought to read, some good literary magazine. To encourage such reading, and to give the patrons of the Journal the advantage of club rates, we make the following club rates :

	<i>Regular Price.</i>	<i>With the Journal.</i>
Atlantic Monthly.....	\$4 00	\$4 60
The Century (Scribner's Monthly)	4 00	4 60
Harper's Monthly	4 00	4 60
" Weekly.....	4 00	4 60
" Bazar	4 00	4 60
" Young People (Weekly).....	1 50	2 60
Popular Science Monthly	5 00	5 50
North American Review (now monthly).....	5 00	5 25
Scientific American	3 20	4 00
St. Nicholas Magazine.....	3 00	3 75
Wide Awake	2 50	3 35
Littell's Living Age.....	8 00	8 40
Little Folks' Reader (Monthly)	75	1 90
Babyland (Monthly)	50	1 70
Our Little Ones (Monthly).....	1 50	2 40
Education (Bi-monthly)	4 00	4 40
New England Journal of Education (Weekly).....	3 00	3 40
Cincinnati Weekly Commercial (with a free prize). 1 50		2 40
Eclectic	5 00	5 50

A teacher can take two or more of these magazines and have them at club rates, and all need not go to the same address.

AN EXTRAORDINARY OFFER.

GOOD TILL JANUARY 1, 1882.

To any one sending us eight subscribers to the Journal and \$10, we will send the following library of standard works, printed in good clear type, on clear white paper, bound in heavy manilla :

Macaulay's Essays. (Selected).	America Revisited (Sala).
Carlisle's Essays. (Selected).	Lacon.
Calamities of Authors (Disraeli).	Goldsmith's Citizen of the World.
Self Culture (Blackie).	Culture and Religion (Shairp).
Alfred the Great (Hughes).	Ruskin's Frondes Agrestes.
Manliness of Christ (Hughes).	Ruskin's Ethics of the Dust.

Here is a library of twelve volumes which sell, when bound in cloth, at from \$10 to \$15, all to be had for a little effort to do a good thing for your neighbor.

Any one sending a club of *six* and \$7.50 can select *six* of the above books.

Any one sending two names and \$3 may select *three* of the above list.

DR. W. T. HARRIS AT THE INDIANA UNIVERSITY.—Dr. Harris spent five weeks at the Indiana University, in September and October, and did good and influential work. Taking the members of the Senior and Junior Classes, and using Rosenkranz's work as a text-book, he had a daily recitation or reading in Pedagogics, unfolding his own views by constant comments and enlargements. Besides this, he gave several lectures in the University Chapel, on various matters connected with the methods, instruments, institutions, and history of Education. He gave an account of the English University and elementary school systems, and compared them with our own. One valuable lecture was upon the function of the newspaper in education. Dr. Harris' high ideals, clear convictions, wide knowledge, and profound moral earnestness, make him a most estimable man and most helpful teacher.

THE INDIANA ASBURY UNIVERSITY.—Asbury University has had an attendance during the present term of 398 students, an increase of 34 over the first term of last year. The incoming Freshman class numbers 86, the Senior class 40. Two additional instructors were added to the Faculty last Commencement. Dr. Earp was transferred from the chair of Modern Languages and Hebrew to that of Rhetoric and Modern Languages. Hebrew was added to the chair of Greek, filled by Dr. Gobin. The will of Mr. Jesse Meharry, of Shawnee Mound, who died during the early fall, makes a provision for the University amounting, as is believed, to \$30,000.

DEARBORN COUNTY seems to be doing good work under the direction of Sup't H. B. Hill. The last county association was held November 19th, at Lawrenceburgh.

FRANKFORT.—Schools full. Teachers doing good work. A new school house next year. Library good and growing. Interesting sociology class outside of school. Sup't R. B. Bocne the power behind the throne.

SCHOOL EDUCATION—is no more. The editor and proprietor is now in Davenport, Iowa. The editor of this paper can not say what arrangements he made for the unexpired subscriptions of his paper. The above is in answer to frequent inquiries.

The DeKalb County Institute published a paper called *The Institute Daily*. It was a 5-column folio, and filled with educational and institute matter. From it we learn that the institute was large, the instruction was good, the attention excellent, and that upon the whole the institute was a pronounced success. The institute began November 7th.

MILTON DAY.—R. A. Ogg, principal of the New Albany high school, is arranging to celebrate John Milton's Birthday. The work will be done principally by the senior class, now engaged in the study of English literature. Besides selections from his works exercises will be prepared on (1) England in the time of Milton; (2) Milton as a Citizen; (3) Milton as a Puritan; (4) Milton as a Poet; (5) Milton as a Man.

Crown Point school house, five miles from Madison, was recently burned. No insurance.

The Indiana Horticultural Society will hold its twenty-first annual meeting at Muncie, December 20, 21, 22, 1881.

A township graded school has been organized at Dover Hill, an unusual thing in that section. The trustee deserves credit.

The Raysville schools, under the direction of the principal, J. C. Smith, will celebrate Whittier's Birthday, December 17th.

The Journal has about concluded arrangements for a series of articles on Primary Teaching. They will be specially helpful and practical.

C. E. Emmerich, German teacher in the Indianapolis High School, proposes to organize a party to travel in Europe next summer vacation. The trip will include the principal points of interest, and cost but \$300.

QUESTION.—What is the fundamental form of the continents?

Answer, actually given by a high school pupil: The fundamental form of all the continents is a triangle, except Australia, and that is a *quadruped*.

COUNTY INSTITUTES.

WELLS COUNTY.—The Wells County Teachers' Institute was held at Bluffton. It began October 31st. In all essential respects it is declared to be the best ever held in the county. The manuals, programmes and able instructors furnished by Supt. Ernst were heartily appreciated and fully indorsed, as was shown by the resolutions. The foreign workers were Miss Callie Vineyard, of Chicago; H. B. Brown, of Valparaiso, and Hon. J. M. Bloss. One hundred and fifteen teachers were enrolled by townships.

HARRY H. WEER, Sec'y.

DEKALB INSTITUTE.—Our Institute was held November 7th-12th, 1881, at Auburn. Instructors, Supt. Barns, W. P. Myres, C. P. Houser, and M. W. Harrison, of Auburn; A. L. Lamport and wife, and H. E. Coe, of Waterloo; O. Z. Hubbell, of Butler; C. M. Merica and Maggie Dolan, of Garrett; C. A. Fyke, of Bryan, Ohio; J. A. McIntyre, of Sedan. Foreign workers: Prof. Dale, the elocutionist, State Supt. Bloss, Cyrus Smith, and J. M. Olcott, of Indianapolis; E. M. Chaplin, of Warsaw. There were nearly 200 teachers in attendance, besides many others, which was a big turn-out considering the inclemency of the weather. Better attention and more interest from teachers were never known in this county, and the instructors were never more thoroughly prepared for their work.

T. J. SAXTON, Sec'y.

FRANKLIN COUNTY.—The Institute for 1881 was held at the Town Hall in Brookville, August 22-26. The regular instructors were Mr. J. A. Hays, of Connersville; Supt. H. M. Skinner and ex-Supt. J. E. Morton, of the Brookville schools, and Co. Supt. M. A. Mess. Essays were read and special sub-

jects discussed by Miss Mary O'Hair, Mrs. Jennie Speer, Mr. G. Henri Bogart, Mr. Alex. Ross, and Hon. A. B. Line. All the workers except Mr. Hays were of our own county. Every teacher was provided with a note-book, and made good use of it. All the instruction was of the kind that a teacher could take with him into the school room and apply to his every-day work. The county superintendent gave two lessons each day, one of which pertained to the management and gradation of schools, and the other to the subjects on which teachers generally are deficient in examinations. He also delivered an evening lecture in which the method of preparing questions and conducting examinations was explained, and the advantages of grading the schools and the necessity of skillful workers and two elements of a successful teacher, namely, *scholarship* and *grit*, were discussed. Mr. Hays also delivered an interesting evening lecture. An amusing and instructive institute paper, called the "Luminary," was prepared and read by H. M. Skinner and Alex. Ross. The expenses of the Institute were \$48.50. ARIOVISTUS.

PERSONAL.

- A. B. Stevens has charge at Orland.
J. J. Abel is still in charge at La Porte.
O. Z. Hubble is superintendent at Butler.
J. C. McCauley is principal at Montezuma.
W. H. Shambaugh is principal at Fremont.
Clifton Scott is principal of the Orleans schools.
C. S. Kritz is principal of the Waveland schools.
J. E. Wiley is principal of the Greenwood schools.
John A. Wilterwood is principal of the Newport schools.
H. M. Skinner is superintendent of the Brookville schools.
F. Treudley is still superintendent of the Union City schools.
Erastus Test is principal of the Friends' Academy at Plainfield.
Frank E. Moore is principal of Blue River Academy, near Salem.
J. H. Freeman is serving his fourth year as principal of the Montpelier schools.
Geo. W. Thompson has charge of penmanship and drawing in the State Normal School.
P. A. Allen is superintendent of the schools at Bluffton, and his success is highly commended.
F. E. Andrews, principal of the Charlestown schools, is dangerously sick with congestive chills.

E. K. Tibbetts, former Sup't of Jefferson county, is teaching at Milton, Ky., opposite Madison, Ind.

S. A. Chambers, formerly of New Albany, is now superintendent of the schools at Henderson, Ky.

M. R. Barnard, well known to many teachers in this state, is now in Chicago, in the real estate business.

J. L. Rippetoe has been superintendent of the Connersville schools for 13 years, and still the schools are doing well.

Geo. Vinnedge has tendered his resignation as principal of the Connersville high school, to take effect at the Holidays.

G. H. Bogart, after a year's absence from the state, has resumed the duties of a Hoosier school master in Franklin county.

F. W. Phillips, with headquarters at Chicago, representing Ivison, Blakeman, Taylor & Co., has for his territory Indiana and Michigan.

Prof. Robert Kidd, the veteran elocutionist, is now at Richmond, Ky., giving a course of elocution lessons in the Central University.

D. B. Veazey, well and favorably known to many teachers in this state, is now out of the book agency business, and is principal of the schools at Crystal City, Mo.

Allen Moore, late of Antioch, well known to hundreds of Journal readers as a jolly good fellow, and an enthusiastic teacher, reports his work at Stanberry, Mo., in flourishing condition.

Dr. Earp, of Asbury University, taught during the summer in the Marion, Madison, Putnam, and Clay county institutes. He is engaged to teach during the Holidays in the Clinton county institute.

John Pennington is still principal of the Spicewood Graded School. This is a "country" school, and yet there are *forty-nine* in the high school department. Such a community deserves special mention.

Hon. B. C. Hobbs is to give a course of lectures in the School of Elocution and Oratory, at Kansas City, Mo. His subjects are "Whittier," "English Literature," "Longfellow," "Halleck," "Milton," "Webster."

W. H. Venable, the author and poet, has engaged to give a course of lectures on "Western Poets," at College Hall, Cincinnati. Mr. Venable was once a "Hoosier school master," and is still kindly remembered by a large circle of friends in this state.

Dr. J. P. Wickersham, who has just given up the editorial charge of the *Pennsylvania School Journal*, has been for nearly thirty years officially connected with the Pennsylvania school system. He was first county superintendent, the president of one of the state normal schools, then was for nearly 18 years state superintendent, and has for the last 11 years been editor of the *Journal*. He has made his mark, not only in Pennsylvania, but in the nation.

John Goodison, who has been agent of D. Appleton & Co. for many years, with headquarters at Ypsilanti, Mich., has recently had Indiana added to his territory. He is one of the best of fellows, even for book agents, and that is saying a good deal, and Indiana teachers will be glad to know him.

Hon. Jas. H. Smart has just closed a series of six educational lectures at Wheeling, W. Va., before a convention of city and county superintendents. The convention had one or two other leading educational men from abroad with them at the same time. This is a new departure in conventions.

Jerome Allen, for years past the principal of the State Normal School at Geneseo, N. Y., has been appointed principal of the State Normal at St. Cloud, Minn. Prof. Allen is one of the leading educators of the country. He was for years the editor of *Barnes's Monthly*. This is another proof that state lines do not limit true merit.

Chas. H. Philips, junior editor of the *Kokomo Tribune*, died Nov. 5th, of consumption. He was only 25 years old, but had achieved an enviable reputation as a journalist. He was married about two years ago, but a few months prior to his own death, lost both his wife and child. May we not hope and believe that the happy little family so suddenly removed from earth are re-united in that better land.

We learn with deep regret of the severe illness of W. D. Henkle, editor of the *Ohio Educational Monthly*. Mr. Henkle is one of the leading educators of the country, makes an excellent school journal, and to crown all is a most agreeable gentleman. We earnestly wish for his speedy recovery.

LATER.—Since the above was written we have received word of Mr. Henkle's death.

BOOK TABLE.

Life of Garfield.—By Prof. J. C. Ridpath, is now out, and will receive notice next month. J. M. Olcott, Indianapolis, is State Agent.

Home and School is the name of a very bright, 3-column, 8-page educational paper just started at Tipton, Ind., edited by Jasper Goodykoontz.

Treasury of General Knowledge, is the name of a little volume just published by Van Antwerp, Bragg & Co., and will be noticed next month.

A Brief Outline of Governments, with Notes on their Constitutions—By Sam. Pfrimmer, published by J. E. Sherrill, is a very instructive pocket pamphlet.

The Pennsylvania School Journal, the oldest and one of the best educational papers in the United States, has just changed editors for the second time in its history of 30 years. It was founded January 1852, by Dr. Thos. H. Burrows, who continued its editor for 19 years. Following him came Dr. J. P. Wickersham, and now comes Dr. E. E. Higbee, Mr. Wickersham's successor as State Superintendent. He is reported an able man.

The National Temperance Almanac, for 1882, is filled with valuable temperance statistics and suggestions. Send 10 cents to the W. C. T. U., at Indianapolis, and get it.

The Normal Quarterly, is the name of a little paper sent out by W. F. Harper, principal of the Southern Indiana Normal, at Mitchell. If you want to know about the school and its methods, send for it.

Henry Ward Beecher retires from the editorship of the *Christian Union*. Lyman Abbott, who has been associate editor and done most of the work for several years past, is now sole editor. The *Union* was never better than now.

Christian Indicator, Vol I., No. 1, is at hand. It is published at Kokomo, and edited by Rev. J. L. Puckett. It is started as the state organ for the Christians (New Lights) of Indiana. Every member of the church will appreciate it, and should give it a hearty support.

The Home and School Visitor, an excellent little paper for boys and girls, published at Greenfield, Ind., with D. H. Goble proprietor, and Lee O. Harris editor, has again changed its dress, and decidedly for the better. It is now a 3-column, 16-page, neat, attractive paper, and till January only 25 cents per year.

Word-Building, for the use of Classes in Etymology.—By S. S. Haldeman. Philadelphia: J. B. Lippincott & Co.

This little book (55 pages) is devoted to the illustration of a single department of Etymology—that of constructing words. Allied words are grouped together, and thus their relations become more apparent. It is decidedly the best *little* book within our knowledge.

Littell's Living Age is an eclectic magazine. It comes each week fraught with the *cream* of all the other magazines. It gives *three and a quarter thousand* double column octavo pages of reading matter yearly. The best articles written by the best authors, on the most important subjects, printed in the best monthly and quarterly magazines of the Old World, are re-printed in this magazine. It is a library in itself. Price \$8. Littell & Co., Boston.

Sunday, 1881—Pictures and Pages for Young and Old, with upwards of 200 Illustrations by eminent artists. New York: E. P. Dutton & Co.

There is no special reason why this book should be called "Sunday," yet there is nothing in it that might not be, properly, read on Sunday. Nearly half the space is taken up with pictures, and most of them are excellent ones. While the reading and the pictures will interest grown people, they will be specially attractive to boys and girls.

He Giveth His Beloved Sleep.—By Elizabeth Barrett Browning. Boston: Lee & Shepard. Full gilt \$1.50.

This most exquisite little poem of Mrs. Browning has been profusely and artistically illustrated, printed in faultless type, on heavy, rich, and finely-tinted paper, and bound in a style as tasteful as can be easily conceived, and thus offered as a Christmas book. A more beautiful little present could hardly be found.

Holly Berries, with Original Illustrations—By Ida Waugh. New York: E. P. Dutton & Co. 50 pp. Price \$2.50.

This little book is simply exquisite. Out of all the beautifully illustrated books of the season this stands at the head. The paper is extra heavy and extra fine; the pictures are of little children and in varied colors; the rhymes are simple and childlike; the whole book is a work of art, and is "a joy forever." It is essentially a child's book, not to read, but to look at. A child 50 years old will be *delighted* as he turns its pages.

A Shorter Course in Civil Government.—By Calvin Townsend. New York and Chicago: Ivison, Blakeman, Taylor & Co. John C. Ellis, Chicago, Western Agent.

The above consists of 70 lessons (240 pages), and is adapted to a shorter course, as is usually demanded by high schools and academies. The author's "Analysis of the Constitution" is well known as a pioneer work and a standard work on this subject. This book pursues the analytic method, and is adapted to class work, with review questions, etc. As to type, arrangement and binding, no prettier book has been published.

The American Antiquarian and Oriental Journal, Vol. IV., No. 1. T. H. Bush, Publisher, Chicago, Ill. Rev. Stephen D. Peet, Editor.

It is probable that few of our readers realize what a rich storehouse of information is contained in this quarterly Journal. It is a specialty devoted to the historic and prehistoric antiquities of all lands, but the intelligence which it conveys on subjects which are closely connected with Bible studies render it invaluable. The magazine has improved from the very beginning, and is very creditable to American scholarship. It has a broad field before it, and deserves to be well supported.

The Eclectic, published by E. R. Pelton, New York, is one of the standard magazines of this country. The name indicates its character; it is made up of articles selected from the leading magazines of the world. It takes the cream of each. It is a monthly, and gives more reading matter than any other monthly. It is a library of literature within itself. The best thinking of the ablest thinkers of the Old World, in literature, art, history, science, social science, fill its pages. Its engravings are the finest made. Many of them are worthy elegant frames and a place in the parlors of the wealthiest homes. Price per year, \$5. To any one sending us \$5.50 we will send the *Eclectic* and this Journal.

Hannah Jane—By David Ross Locke (*Petroleum V. Nasby*). Illustrated. Boston: Lee & Shepard. Full gilt \$1.50.

This poem is Rev. Mr. Nasby's *best*. While it is quaint in form and colloquial and simple in style, it touches the heart and is full of power. No one can read it and not be touched and raised by it. An eminent critic says of it: "It is so thoroughly human, that while a tear glistens in the eye a smile will twinkle on the lips, and the heart be made happier and better." It is elaborately and richly illustrated and elegantly bound, and intended as a Holiday book.

Lyrics of Home-Land.—By Eugene J. Hall. Chicago: S. C. Griggs & Co.

This is a volume of 160 pages, beautifully printed on beautiful paper, elegantly bound and elegantly illustrated. The writer describes in rhyme a great variety of scenery and incidents familiar to every person who knows anything about country life. The language is "to the manor born," and abounds in provincialisms. Some of the pieces are quite amusing.

The verses are generally in correct meter, but not many of them rise to the dignity of poetry.

The Atlantic Monthly.—The first number of the Atlantic Monthly appeared in November, 1857. Since that time there has not been a single issue which has not more or less successfully realized the wish of Mr. Phillips, its first publisher, "that the magazine should represent what is best in American thought and letters." It has not aimed to secure popularity by sensational articles, or by superficial treatment of subjects in which the people are interested. The ablest writers in the country contribute to its pages. It is not illustrated, all the space being given to the discussion of literary subjects. Persons subscribing before December 20th will get the Nov. and Dec. Nos. of 1881, free. Houghton, Mifflin & Co., Boston, Mass.

Young Americans in Japan, or the Adventures of the Jewett Family and their Friend Otto Nambo.—By Edward Greey. Boston: Lee & Shepard.

This book is in part *ideal*. The writer went to Japan 27 years ago and has lived there many years and traveled much over the country. The book describes the adventures of an American family and a young Japanese who has been educated in the United States. While the family and the conversations are imaginary the scenery, the customs, the people, the incidents are all real. The book is founded in fact, but put in this shape to make it more attractive to boys and girls. We know of no other book from which young people can gain so much valuable information in regard to this very interesting people. The illustrations are numerous and graphic.

Who Wrote It?—An Index to the Authorship of the more noted works in Ancient and Modern Literature. By William A. Wheeler. Boston: Lee & Shepard, 1881.

The object of the author of the above is not to furnish a universal index to literature, but to simply give, in the space of 175 pages, a handy-book for ascertaining or verifying the authorship of famous poems, plays, essays, novels, romances, philosophical and literary treatises, and the like, so far as they bear a distinctive title.

Certainly such a book will be a valuable reference. We time and again wish to know the author of a book, poem, novel, etc., and have no means of learning. Teachers especially need such a book.

German without Grammar or Dictionary.—By Dr. Zur Brucke, Director of Chicago School of Modern Languages. Chicago: S. C. Griggs & Co.

The motto of this book is "Little reading, with much speaking." It is based on the conversational, or natural order. The speaking lessons deal with

a wide range of familiar subjects, such as eating, drinking, sleeping, hearing, parts of the human body, etc. By continually repeating the same words, phrases, and sentences in an ever-changing variety of forms, the substance of each lesson is gradually and indelibly engraved upon the memory of the learner. By *thoroughly mastering* each lesson before attempting the next, and by following carefully all the directions of this book, one can make very rapid progress toward speaking the German language.

The New Method, or School Expositions.—By R. Heber Holbrook. Danville: J. E. Sherrill.

This is a book of about 140 pages, devoted to the *exposition* of a method of school *exposition*. Ten pages are devoted to the fundamental idea of the work which is to show how examination papers and other written products of school work may be arranged in the school room in such a manner as to be intelligible and attractive to visitors. The idea is a good one—well carried out—and would help many a teacher to create among the patrons of his school an interest in school work. Next follow sixty pages of varying value, setting forth methods of teaching about twenty subjects, and specially advertising Holbrook's Apparatus. Part IV., of six pages, is descriptive of mounting material, and should have been placed by the side of the ten pages describing "school expositions." The appendices are put in to fill out the book, and are of very small value. The whole is an attempt to make a book when a ten-page pamphlet would have been ample for all things new or valuable presented.

BUSINESS NOTICES.

Read the advertisement of the Dictionary Holder.

ECLECTIC ACADEMY—A Summer School for Teachers and Advanced Students. For Catalogue, address F. M. Westhafer, Dover Hill. 12-3t

CYRUS SMITH, Agent for Sheldon & Co. in this State, has his office at No. 12, Journal Building. Teachers visiting the city are invited to call and see him.

THE HOME AND SCHOOL VISITOR—A sixteen page monthly, printed on book paper, expressly for boys and girls. This paper is carefully graded for supplementary reading, being perfectly adapted to the wants of the little boys or girls just beginning to read, as well as the advanced student in literature. Price 25 cents per year until Jan. 1st, 1882. After that date, 40 cents.

D. H. GOBLE, Publisher,

Greenfield, Ind.

LEE O. HARRIS, Editor.

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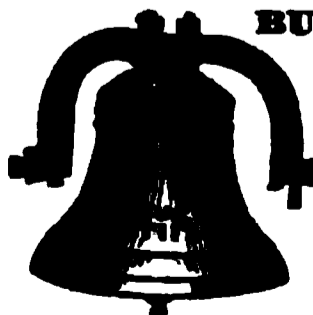
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The average attendance at the State Normal School has increased 28 per cent during the past year. Some modifications have been made in course of instruction with a view to securing the following results:

1. The first three terms constitute an elementary course, which gives a thorough preparation in all the branches required by law to be taught in the common schools, except the History of the United States.

An elementary course in the Theory and Practice of Teaching, extending through these three terms is also provided.

2. Greater prominence than heretofore is given throughout the course to that professional instruction which the school was established to give. One distinctly professional study is required of every student each term, and in some of the terms two such studies are provided. For further information upon this point the reader is referred to the Normal School Register issued in June, 1881.

The State Normal School has achieved a good reputation for thorough scholastic instruction. This reputation will be maintained, and a higher standard of professional instruction will be reached.

The persons who are to have charge of the several departments are fully conversant with the work heretofore done in the school, and are in sympathy with it, and have a peculiar fitness for their respective positions. There will be a united effort to make the school worthy of the confidence and support of the teachers of the state.

THE FACULTY.

President.....	GEORGE P. BROWN.
Department of Methods.....	HOWARD SANDISON
Department of History and Civil Government.....	W. W. PARSONS
Department of Mathematics.....	NATHAN NEWBY.
Department of English Grammar.....	RUTH MORRIS.
Department of Natural Science.....	ELI F. BROWN.
Department of Reading and Literature	JOSEPH CARHART.
Department of Geography.....	MICHAEL SEILER.
Department of Music.....	ANTON SHIDE..
Latin and Assistant in Language Department.....	M. ESTELLA NORTON.
Penmanship and Drawing.....	GEO. W. THOMPSON.
Principal of School of Observation and Practice.....	ALBERT WYETH.
Teacher in Grammar Department of Training School	MARGARET COX.
Teacher in Intermediate Department of Training School....	CORA HILL.
Teacher in Primary Department of Training School	HARRIET SCOTT.

Mr. SANDISON was a member of the first class that graduated from the State Normal School, and was a member of the post-graduate class subsequently organized. He has had a large and successful experience in every grade of school, and has been supervisor of methods of instruction in the Public Schools of Terre Haute, and subsequently Principal of the High School for several years. He has a natural adaptation to the work of his department which has been supplemented by careful study and a large experience.

Mr. NEWBY was formerly at the head of the Department of Mathematics in this institution, but was compelled to resign on account of failing health. His health has been fully restored and he returns to the school with an experience greatly enlarged. He has always been regarded as the best teacher of Mathematics that the school has ever had.

Mr. ELI F. BROWN is well known to a large number of the teachers of the state. All who have known him can testify to his eminent fitness for the Department of Natural Science.

Those who have attended the school during the past few years know of the efficient work done by Mr. PARSONS, Miss MORRIS, Mr. CARHART, Mr. SHIDE, and Mr. THOMPSON in their respective departments.

Mr. Seiler was also a member of the first class that graduated and of the post-graduate class afterwards, and has had varied and successful experience since.

Miss Norton is a graduate of Michigan University, and comes with the very highest recommendations for scholarship and teaching ability.

EXPENSES.

Tuition is free. Cost for board, furnished room, fuel and light, is \$2.50 per week, for good accommodations within easy distance of the school building. The only charge is a janitor-fee of \$1 for each term—amounting to \$3 per year.

All students should be present on the first day of each term for examination and classification.

Those wishing other information than that furnished in this circular, should send for the last Annual Register, or address

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Winter term of 10 weeks will begin November 8, 1881.

Spring Term of 10 weeks will begin January 17, 1882.

Summer Term of 10 weeks will begin March 28, 1882.

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Sixth Annual Commencement, July 29, 1882.

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DISCARDED at Loudonville.—"The Board of Education of Loudonville, without a dissenting vote, rescinded the adoption of Appleton's Readers, made August 10, 1879, and adopted McGuffey's Revised Readers."—J. B. LONG, *Secretary*.

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DISCARDED at Findlay.—"Special District No. 9. 'Appleton's Readers have been in use in these schools for the past two years, but have not given satisfaction. On Thursday evening, July 29, 1880, the Board, by unanimous vote, adopted McGuffey's Revised Readers in their stead.'"—A. G. CHOUSE, *Supt.*

DISCARDED at North Lewisburg.—"At a regular meeting of the Board of Education, September 10, 1880, Appleton's Readers were discarded and McGuffey's Revised Readers adopted by unanimous vote."—WM. HUNTER, *Clerk*.

DISCARDED at New Lisbon.—"Resolved, That the New Lisbon Board of Education adopt McGuffey's Revised Readers for exclusive use in the New Lisbon schools in place of Appleton's Readers."

"The above resolution was adopted by unanimous vote."—JOHN WAY, *Clerk*.

DISCARDED at Lima.—"The agent of Appleton's Readers, admitting the failure of Appleton's Fifth Reader to meet the requirements of the schools, made the following extraordinary proposition: 'I will exchange a McGuffey's Fifth or Sixth Reader for an Appleton Fifth Reader, and other grades wanting a change [from Appleton's Readers] I will change even.'" (Signed) D. APPLETON & Co.

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[The above proposition was accepted and Appleton's Fifth Reader DISCARDED from the public schools of Lima, and McGuffey's Revised introduced.]

DISCARDED at Randolph.—"Oct. 20, 1880. 'This is to certify that after using Appleton's Readers in our schools one year, our Board at a regular meeting, by a unanimous vote, repudiated them, and adopted McGuffey's Revised Readers."

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DISCARDED at Mineral City.—"Appleton's Readers were introduced into the Mineral City schools in September, 1879. After using them for one year, our Board of Education finds that these books do not give satisfaction in the school-room, and that the teachers, pupils and people generally, desire a change. Accordingly, at a meeting held this day, September 18, 1880, the following resolutions were adopted:

Resolved That we, the Board of Education of Mineral City, Tuscarawas county, Ohio, do hereby reconsider and rescind the adoption of Appleton's Readers; and

Resolved, That we adopt in their stead McGuffey's Revised Readers for immediate introduction into our schools.

"Above resolutions were unanimously passed."—WESLEY M. TRACY, *Clerk of School Board*.

DISCARDED at Beach City.—"We have used Appleton's Readers in our schools and as they do not give satisfaction we have concluded to change."—J. T. GETTY, *Principal*.

DISCARDED at Twinsburg.—"McGuffey's Revised Readers were adopted at the last regular meeting of our Board of Education, April 19th, 1880, to take the place of Appleton's Readers, introduced in our schools last fall."—E. A. PARMELEE, *Township Clerk*.

Appleton's Readers have been tried, found wanting, and discarded from the public Schools of the following cities and towns in Ohio:

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Northfield,	Beallsville,	Doylestown,	Caledonia,
Macedonia,	Kingsville,	Port Washington,	Beach City,
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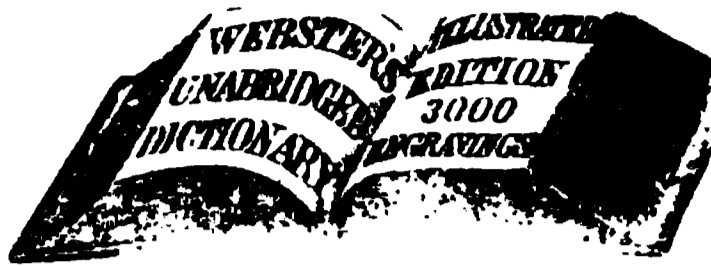
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JANUARY.

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INDIANA

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MARCH.

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INDIANA

School Journal

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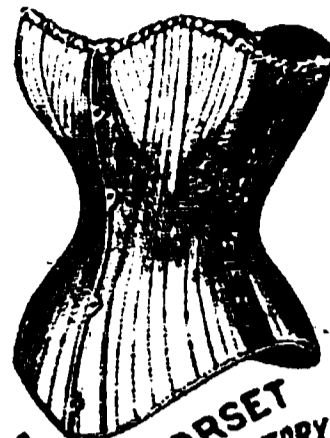
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Number of instructors, 23. Number of daily recitations, not including those in extra branches, 92. Number of Literary and Debating Societies, 56. The work in these societies is especially beneficial, as the improvement of the members indicates. The "Star," "Crescent," and "Philomathean," the permanent societies of the school, are doing an independent, original literary work truly meritorious. Cost of Apparatus and Library, \$8,000.

BUILDINGS.

Cost of College buildings and grounds, \$50,000. Cost of East and South Halls and furniture, \$22,234.24. Cost of Flint's Hall and grounds, \$14,450. Value of Garrison's Hall, \$5,600. Cost of two smaller buildings erected for self-boarding, \$2,100. Cost of Commercial Hall, \$15,000. Cost of Stiles Block, \$12,000. This is heated by steam. Cost of Orange Block, \$5,000. This is heated by a furnace.

Buildings containing more than 100 rooms will be erected during the present summer.

Arrangements are made for a NEW SCHOOL BUILDING which will contain a room for the NORMAL BOOKSTORE, LIBRARY ROOM, SCIENCE ROOM, FINE ART HALL, MUSIC HALL, and a number of rooms for instruments.

We own not only the college buildings, but the boarding houses as well; this, together with the fact that the institution is free of debt, enables us to afford better accommodations, and at

LOWER RATES THAN ANY OTHER SCHOOL IN THE LAND!

Good board and well furnished room at \$1.70 to \$1.90 per week. Tuition \$8.00 per term. Students can enter at any time, select their own studies, and advance as rapidly as they may desire.

Extensive preparations are being made for the Fall Term, which will open August 30th.

All of the buildings will be thoroughly refitted and refurnished.

With the buildings we now have, and those being erected, there will be ample room for all, so that hereafter all the expenditures will be in the way of apparatus, library, etc.

With Mr. and Mrs. Kinsey added to our present corps of instructors, and with the improvements in the way of library, apparatus and furnishing, we feel that we have never been so well prepared to enter upon the work of a new year.

Fall Term will open August 30th, Winter Term November 8th, Second Winter Term January 17th, Spring Term June 6th.

Before deciding where to attend school, send for our large 60-page catalogue. It gives full particulars concerning the school.

Hereafter all communications will be addressed to

H. B. BROWN, Principal,
or **O. P. KINSEY, Associate Prin.**

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Mr. C. E. DICKINSON has removed to Chicago, and remaining in the business will give special attention to the wants of former customers.

Mr. J. S. SMITH will act as our Supt. of Sales for Indiana, with Agency Headquarters at the old stand, 82 & 84 North Pennsylvania St., Indianapolis.

Messrs. PALMER, HOUSER and McKINNEY will continue in the field, and will call upon their friends at an early day.

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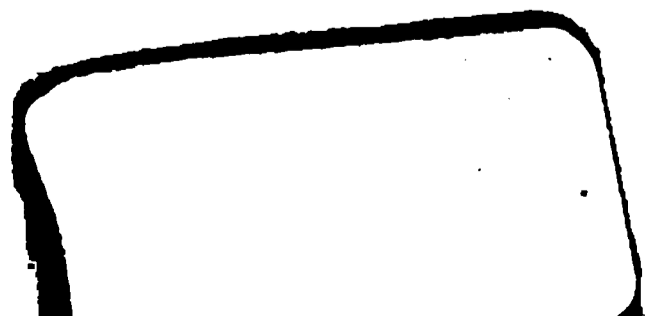
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